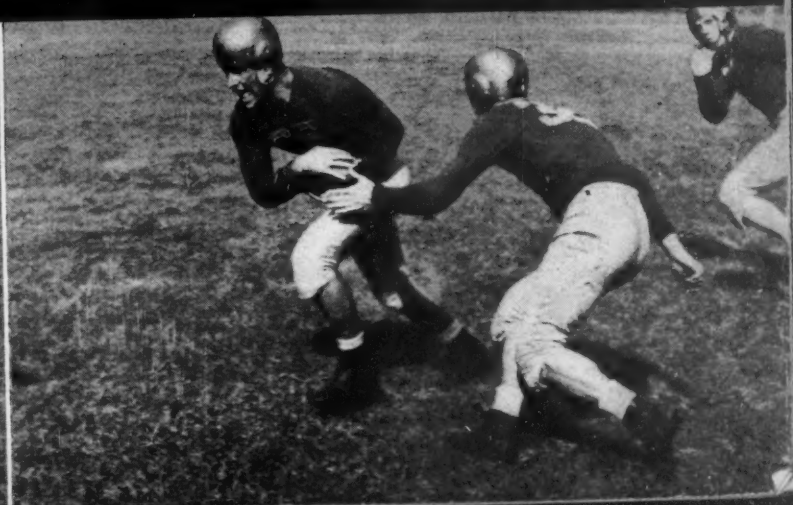


SCHOLASTIC COACH



"It was touch and go for awhile . . .
but teamwork saw us home safely"



England

Dear Coach:

Thanks for your last letter and the one from Ted. I just got back from our 21st bombing mission. It was one of the hottest we've been on so far. After we had dropped our eggs on a Jerry rail center about 15 ME-109's lit into us. It was touch and go for a while, but teamwork saw us home safely. All but one of our fellows were lettermen in school, so I guess that's

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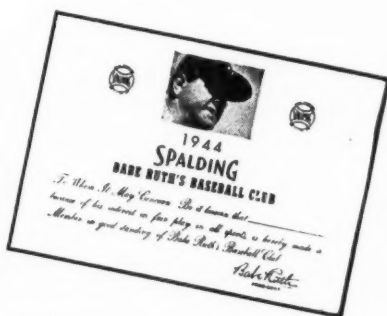
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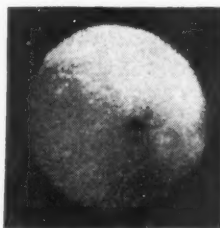
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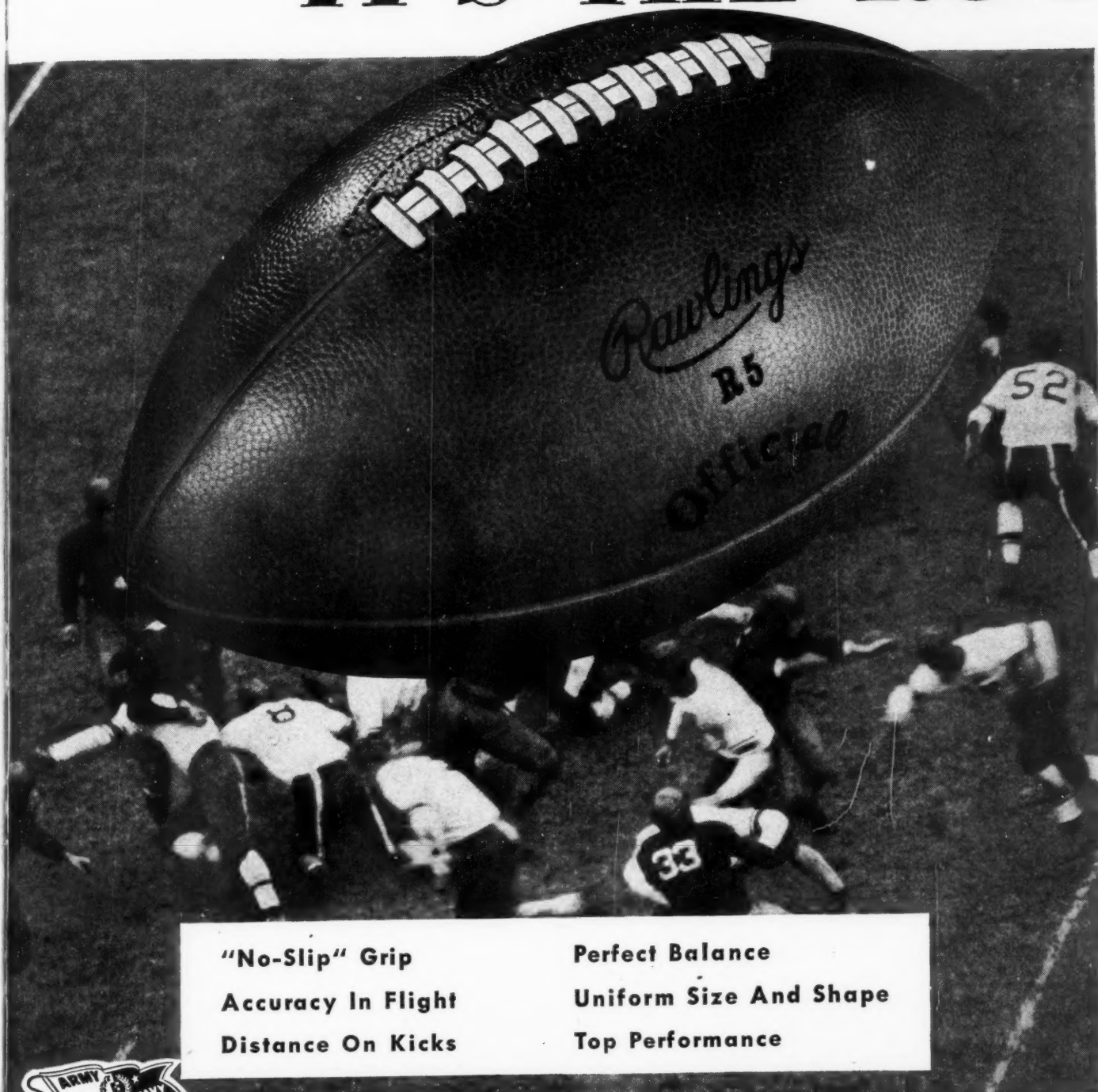
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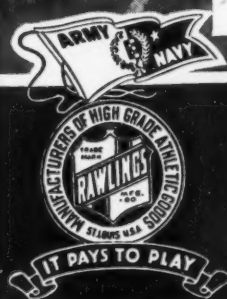
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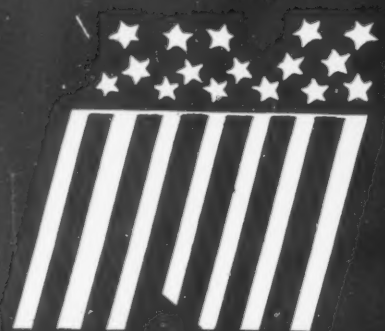
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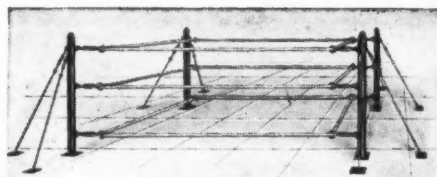
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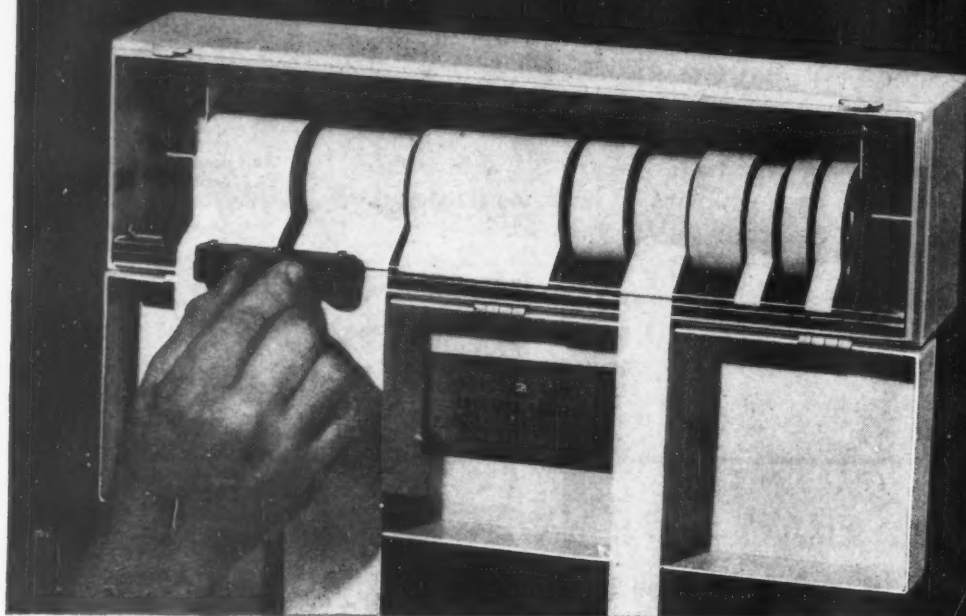


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U.S. PAT. OFF.

AS OUR first exercise for 1944-45, we'd like to lead a long locomotive for the Eastern Intercollegiate Football Association. The poobahs that guide the sports destinies of 30 eastern colleges led a mild mutiny last month against the stand-pat policy of the national football rules committee.

By "stand-pat" we mean the committee's action in freezing the college code for the duration. The refrigeration wasn't motivated by subversive thoughts. The rules engineers simply thought that with so many coaches and officials in the service, it would be wise to put the game on ice until they returned.

Unfortunately, the idea hasn't worked out. The committee's intentions, while honorable, haven't been practical. A game like football cannot be allowed to stand still. It invites stagnation. And when you remember that even before the war, college football showed signs of arterio sclerosis, you can understand the E.I.F.A.'s concern over the rules men's non-surgical policy.

After a poll of its membership revealed overwhelming sentiment in favor of immediate revisions, the E.I.F.A. rules doctors went to work on the code. They applied their scalpels to six rules, with the following results:

1. Prohibit out-of-bounds kick-offs by penalizing the kicking team five yards until a legal kick is made.
2. Permit the use of one-inch artificial tees for the kick-off.
3. Lessen severity of penalties for illegal forward passing when made beyond the line of scrimmage or made by team which did not put ball in play.
4. Clarify the off-side rule.
5. Permit all fumbles to be advanced by opponents.
6. Permit passing anywhere behind line of scrimmage (endorsed but not officially approved).

The 30 colleges under E.I.F.A. aegis will play under the first five rules. The sixth was placed on a conditional basis because of its comparatively great influence on strategy and the short time left for coaching adjustments.

As you can see, there's nothing really bolshevik about the changes. Actually, they represent a belated return to the old order, rescinding provisions which perhaps should never have been enacted.

Here Below

You don't need a football slide rule to reckon the effects of these changes. They undoubtedly will raise goose-pimples on the pigskin—making for a more open and spectacular game. At the same time, they will engender no new hazards for the participants.

In any light these changes prove one thing: the men who frame our high school rules are a long, rolling kick ahead of their college brothers. Practically all these changes were put into the schoolboy code years ago. And not without the spluttering about "radicalism" and "obstructionism" that accompanies every move of far-sighted sports bodies. We think our schoolboy rules men may be forgiven these days for reaching over and patting themselves on the back.

WHEN we heard Ed McKeever, the new Notre Dame coach, was in town the other week, we loaded a dogsled with all our T formation pictures and munched off to the great man's hotel.

There we found him in considerable dishabille submarining his way through a 6-3-2 array of breakfast dishes. "Sit down and have some breakfast," he grunted, waving a grapefruit at us. Our heart was willing but the ulcer was weak. So we declined with thanks.

Ed ran the last bread crumb over the sideline and plumped down next to us. We then got down to business. We showed him the pictures we had taken at Notre Dame the past summer, and he examined each set closely. "Nice pivot," he'd say. "Good fake." "Look at this, see the way he cross-steps with his left foot. Fine, fine."

By way of demonstration, he'd get to his feet and perform the footwork for us. And very nimbly, too. For Ed, who is only 33, still looks fit enough to body block a tree stump. A big, powerful, black-haired fellow, he's the here's-how-you-do-it type of coach. And there are few

coaches better at it.

The secret of his success is rather obvious. Besides being a Class AA technician, McKeever has a way with people. His good looks, peppodent smile and husky Texas drawl can draw honey out of rocks.

In any light, he has a knack for winning the friendship of boys and getting the most out of them. Perhaps because he has always remained

"one of the boys." He is the only coach in captivity whose children were named by his players!

It happened back in 1940. On December 19, the day after Ed left with Boston College for the Sugar Bowl, his wife presented him with twin girls. McKeever didn't know he had become a papa until the 20th, when the team arrived in New Orleans.

"Whoever scores the touchdowns names the girls," declared Ed. Mike Holovak and Mickey Connolly did, and they settled for Susan Helen and Jane Anne.

WHILE dissecting our pictures, McKeever told us that the Chicago Bears almost discarded their T last year. This hit us like a ton of Bronko Nagurskis. We thought nothing but the end of the world or Orson Welles could part the Bears and their T.

Nevertheless, at one point in the 1943 season, they had been ready to give up on it. It seemed their professional opponents had worked out a defense that stopped it pretty cold. While contemplating a switch to something else, the Bears whipped up an antidote—a series of weak-side plays that put new onus on the defense.

We think Ed will do better than all right as a head coach—with a little cooperation from American Tel. and Tel. The man apparently spends half his life answering telephone calls.

Every ten seconds during our visit the phone would ring. Ed would stop in the middle of a reverse pivot, answer the phone, return and finish the pivot for us. While we were there, he spoke to a congressman in Chicago, a high school wonder who wanted to go to Notre Dame, a member of the squad who had just passed a crucial exam, a couple of newspapermen, and a dozen other characters.

Ed took 'em all in stride. After all, football coaching can't be all a bowl of Roses, Sugar and Oranges.



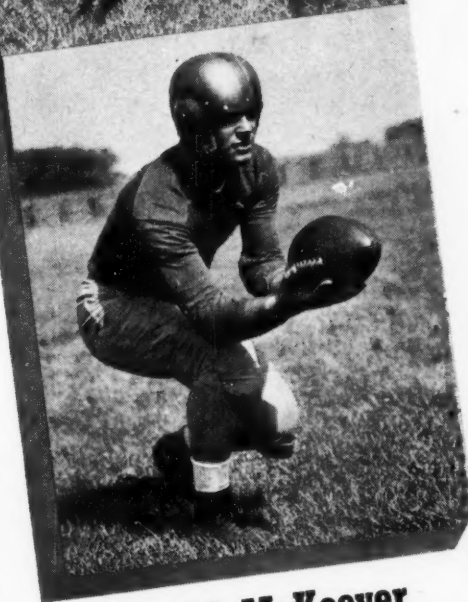
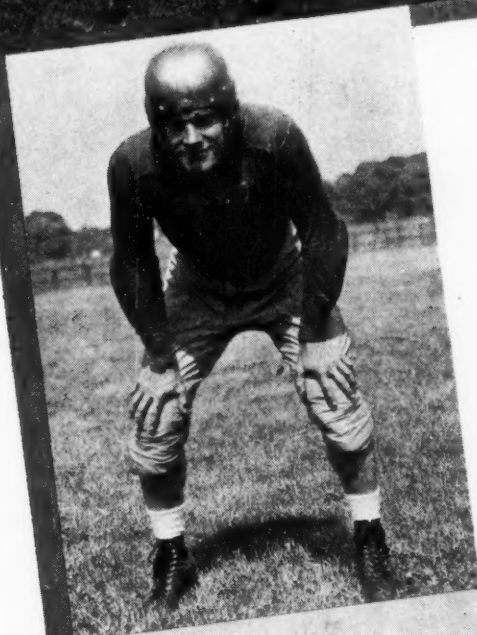
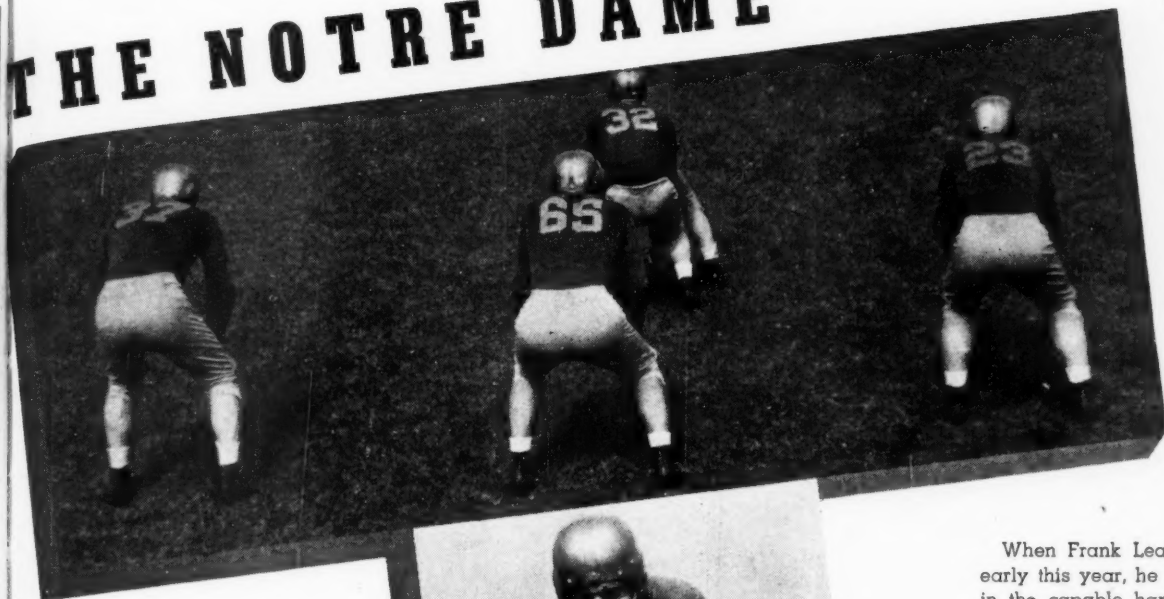
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THE NOTRE DAME



By Ed McKeever

Shown on top is the basic T, with the halves four yards back in the split between guard and tackle and the full $4\frac{1}{2}$ yards back of center. The three long backs line up with head up, knees bent, feet parallel, hands on knees, and weight over balls of feet (center). In feeding the ball (below) the quarter relaxes and stays close to the ground. Head is up, back straight, shoulders on line, and weight over balls of feet. He keeps both hands on ball as long as possible, and feeds it gently into the ball-carrier's middle.

When Frank Leahy enlisted in the Navy early this year, he left his Notre Dame team in the capable hands of his friend and assistant, Ed McKeever, who has always been recognized as one of the country's great backfield coaches. McKeever hails from Texas, where he played for Texas Tech and served as backfield coach. In 1939 he joined Leahy at Boston College. The partnership was an instantaneous success, both men dove-tailing their talents perfectly. The plays and pivots presented here were set up under McKeever's personal direction and are shown exactly as they are used at Notre Dame.

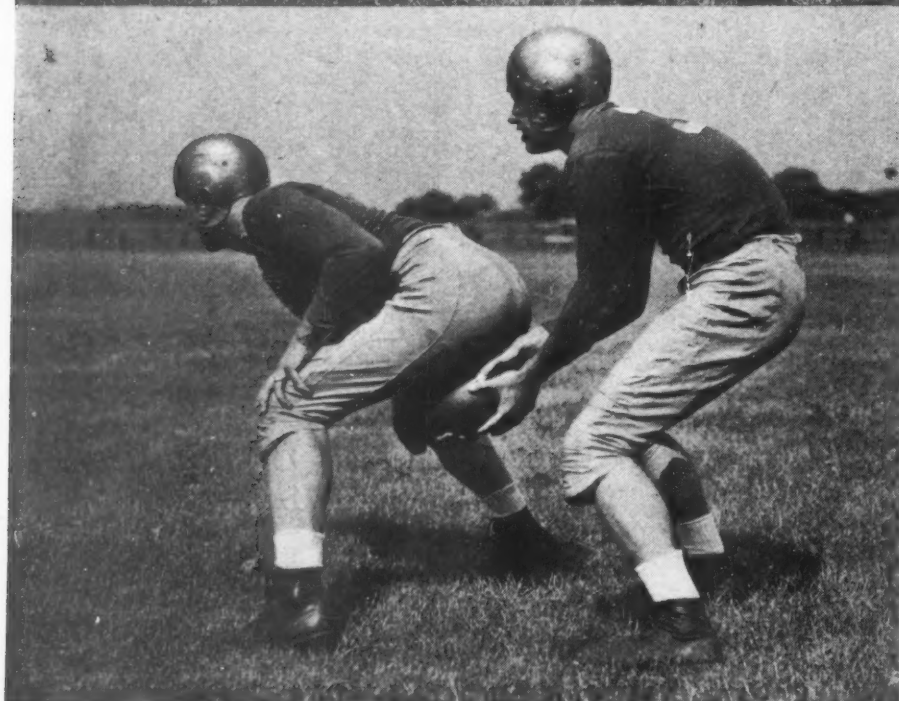
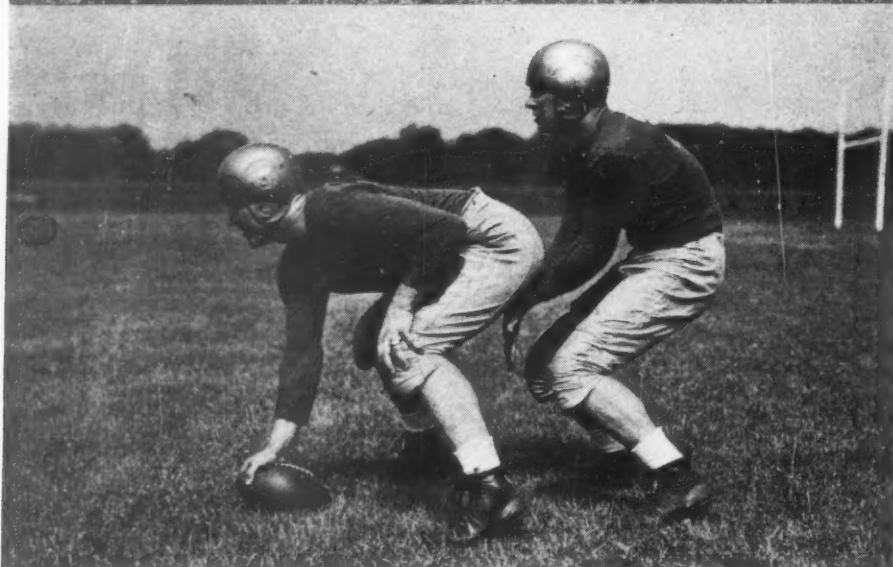
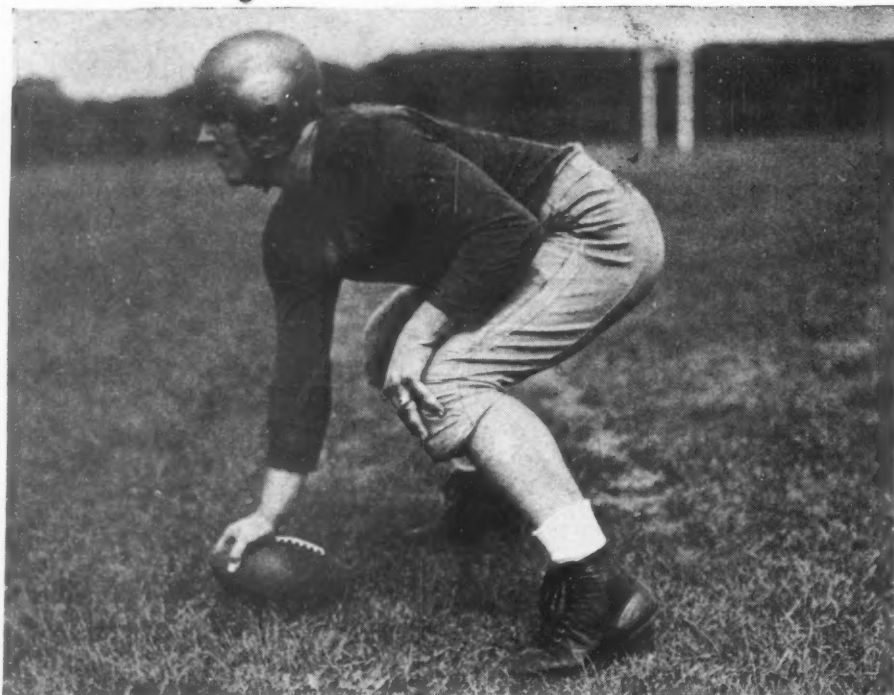
FOOTBALL coaches these days are filling their T cups to the brim. Hundreds of school, college and pro teams have switched over to this new formation. And no wonder. It's flashy, easy on the players and packs a T-ouchdown wallop.

Yet the T *per se* is not new. It is old hat. Stagg, Harper and Rockne employed it years ago. They ran directly from the T. And it worked well until the defensive masterminds started operating on it. They devised a defense that stopped it cold.

Rockne, never one to ignore the handwriting on the wall, promptly discarded it. He then came up with his now famous Notre Dame system. His backs continued to line up in a T but, on a signal, shifted into a box formation.

The T by itself fell by the wayside and would probably still be there if three imaginative football men—Ralph Jones, Clark Shaughnessy and George Halas—hadn't come along. They refurbished the T with tricky variations and plays, shaping it into the powerful touchdown machine it is today.

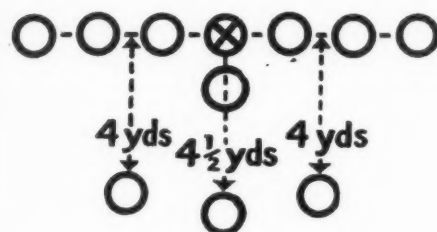
Of all the improvements they put into the T, the one most responsible for its success is the man in motion. He is the fellow who makes it so hot for the defense. He may be any one of the three deep backs. Before the center snap, he



starts running laterally in either direction. If the defense gives him *carte blanche*, the quarterback may flip him a pass. If a man is sent out to shadow him, the defense is sapped.

The key man in the T, however, is the quarterback. Each and every play depends upon his feeding the ball properly. He plans the diet of plays. He fakes, pivots and passes.

That's where the rub comes in. If you haven't a fellow who can do these things reasonably well, your T won't be very strong. Hence, your quarterback should be your best backfield man.



He should take a comfortable stance with head and shoulders back, knees well bent and back straight. The arms are loose and bent slightly, with the hands in easy receiving position under the center. Both hands are on a vertical plane with palms and fingers apart and heels touching. The top hand is in contact with the center's crotch.

The placement of the hands is left to the quarterback. Either hand may be on top. The fingers of the top member should be well spread and very firm. The bottom hand should be relaxed.

The feet can be parallel. But if it is more comfortable, he may keep one foot slightly back. This will facilitate the pivot. If he is going to pivot around to his right, he should keep his right foot slightly back. On

(Continued on page 12)

Top, Center Stance: Head is up, eyes forward, back straight and weight over balls of feet. Legs are spread about shoulder-width apart, with right foot slightly advanced and toes pointed straight ahead. Left hand is braced on knee, and ball gripped on end with lace up.

Center, Quarter and Center: Quarter plants feet about 18 inches apart behind center. Keeps head up and eyes forward—does not look at ball.

Below, Center Pass: Without looking down, center shoves ball up into quarter's hands. Latter's hands close over end of ball and he secures control without looking down. He gives center a slight shove to help him on his way and indicate that pass is okay.

BALL-HANDLING

GOOD ball-handling is a prerequisite of every offense. But in none is it so vitally essential as in the T. For each and every play is tied up with fine ball-handling. If your boys cannot master—and we mean *master*—the art, you better forget about using the T.

The quarterback naturally is the key ball-handler, since he initiates every play. But the halves too have great responsibility. They're required to take the feed while moving at top speed. If they can't do this without fumbling, the effectiveness of the quarterback and the formation is drastically reduced.

The pictures on this page afford a good idea of the type of ball-handling required to make the T go.

Left: Feed to Right Half

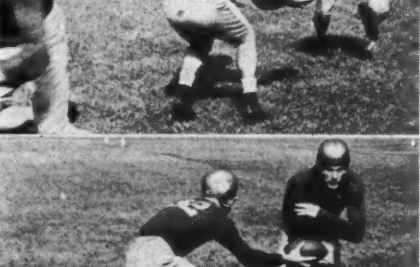
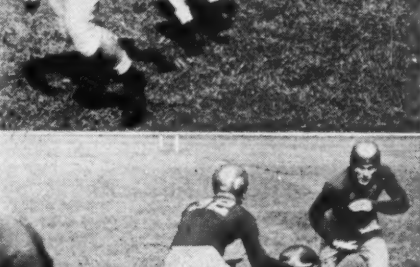
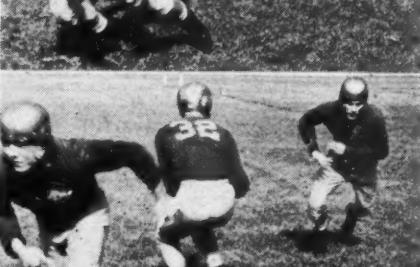
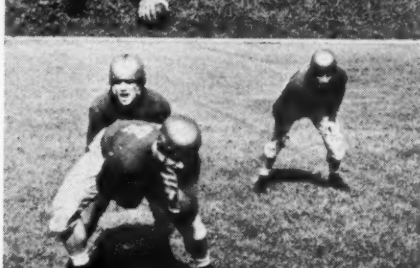
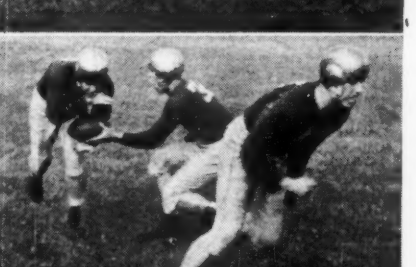
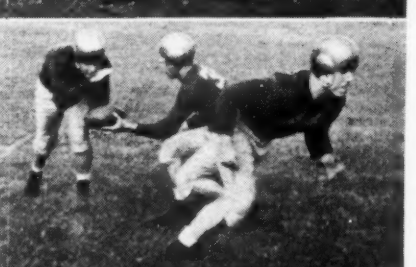
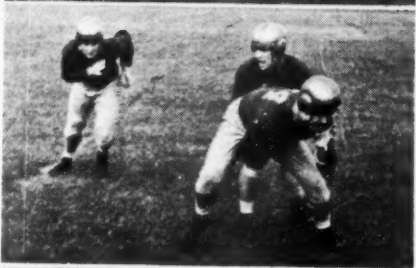
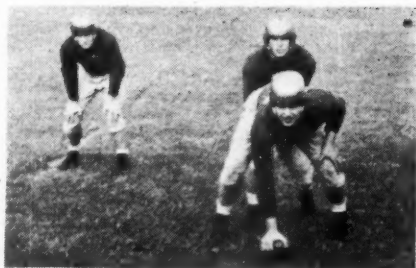
A feed to the right half, using a quarter forward pivot. The quarter lines up with his right foot forward. After taking the center pass, he pivots on the ball of his left foot and takes a short step with his right foot. He makes the feed with his left hand.

The halfback starts with the snap, driving straight at the hole. He swings his arms to gain momentum, then quickly adjusts them into receiving position. He drops his inside hand next to his hip and places his outside hand about a foot above, thus forming a pocket for the ball.

Right: Feed to Left Half

The feed here is to the left half. But this time it is made with a reverse pivot. As before, the quarterback takes a stance with his right foot forward. He pivots on his left foot and swings his right foot all the way around, winding up with his back to the line.

He feeds the ball with his right hand, putting it gently into the half's "pocket." Note, in both these strips, how he lets his hand go with the receiver—a practice that reduces fumbles. The half keeps both hands on the ball until such time he can work it into the regular carrying position.



(Continued from page 10)

left pivots, the corresponding foot is retreated.

After reverse pivoting, the quarterback will find the rest of his job easy if he will keep his feet well spread in a comfortable position. The idea is to get around fast enough to feed a back running straight ahead.

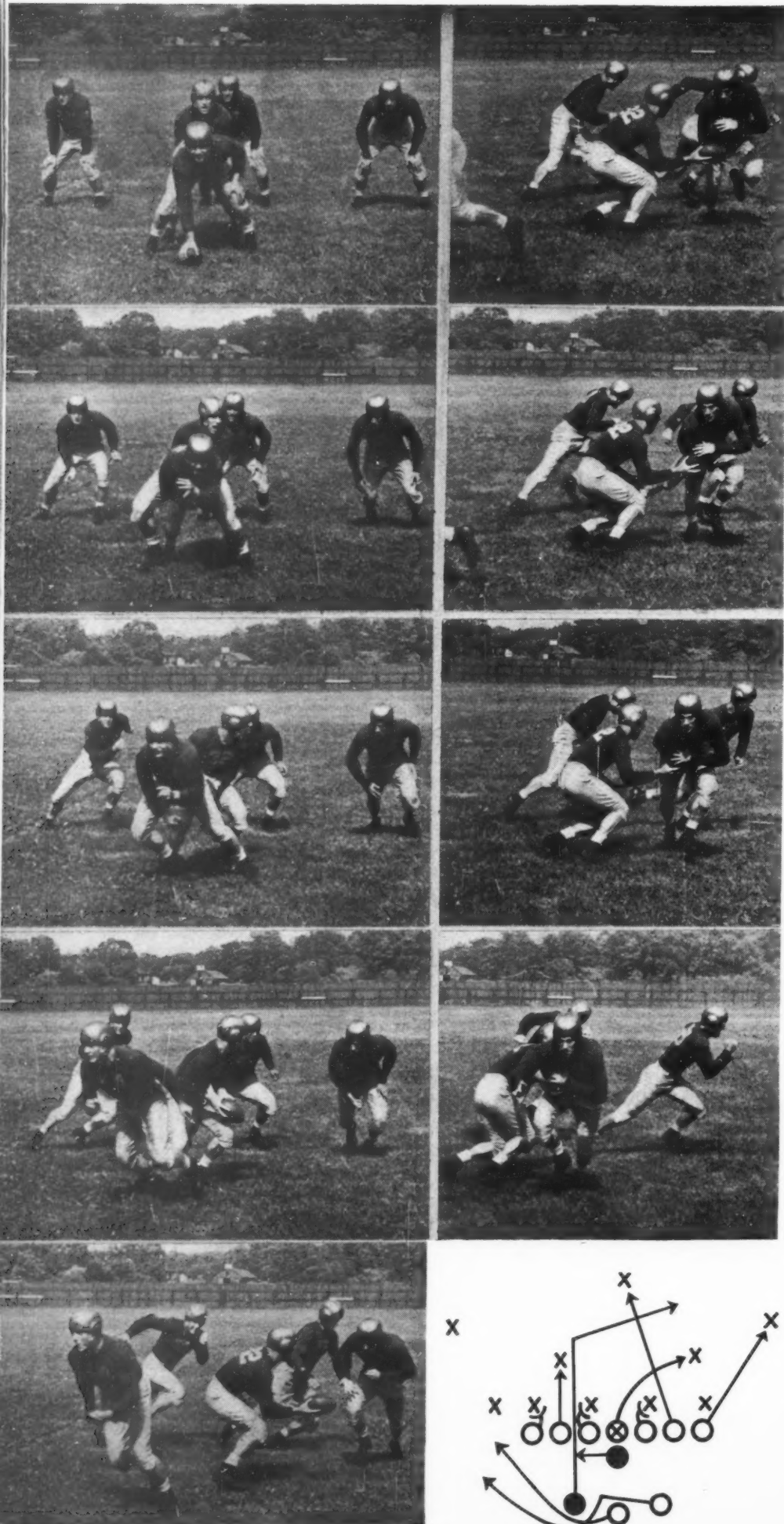
For cross-over steps, it is wise to keep the feet parallel. The pivot, however, should still be made off the inside foot. The outside leg is swung over at the same time so that the body is parallel to the line of scrimmage. The knees are still bent, the head back and the shoulders up.

When feeding to the half or full, the quarter should always watch the midsection and let his hand and wrist go slightly with the ball-carrier. If the quarter is faking to one man and either giving off or lateraling to another, he should definitely keep both hands on the ball during the initial fake. These safeguards will reduce fumbles.

In dropping back to pass, the quarterback will find it easier to keep his right foot up. He should make the initial step with that foot and, with the same motion, cross over with the left. He should then bring the right up underneath and again cross over with the left until he is five yards back. While he fades, he should look over his field. This will help his timing in hitting the receiver.

The use of the man in motion, flankers and various backfield maneuvers are left, of course, to the quarter's discretion. He must always know the way the defense is covering motion-men, and also the type of line play employed by the defense—which he can obtain from his own linemen. His theory should always be: No matter how the defense sets up, we have plays which will work. The flexibility of the T assures this.

Halfback. The half should keep his feet parallel with all his weight concentrated on the balls of the feet (which can be done by bending the



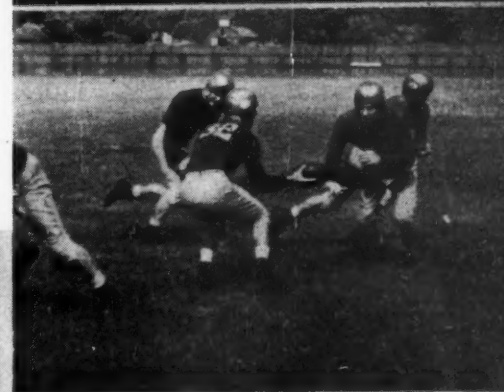
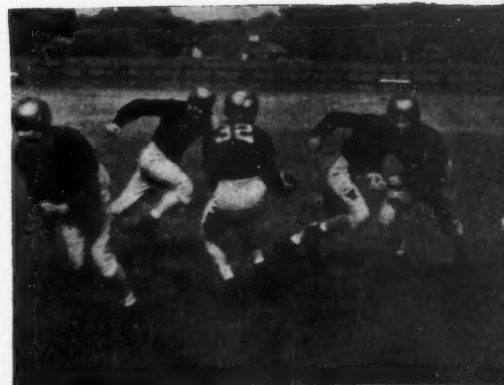
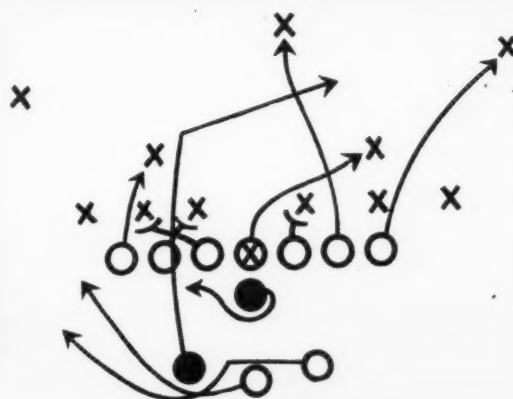
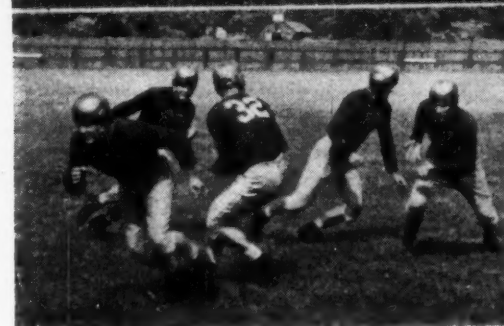
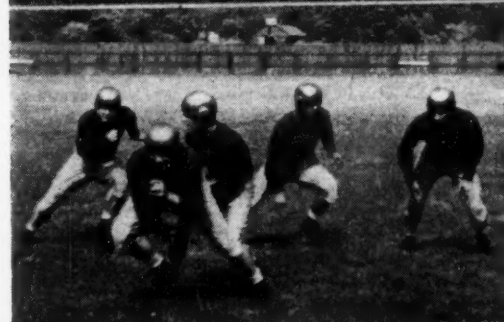
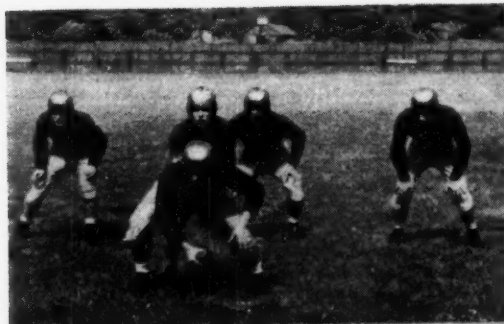
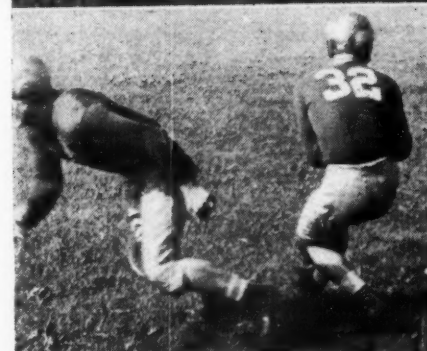
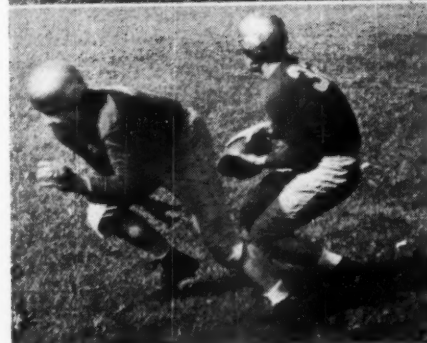
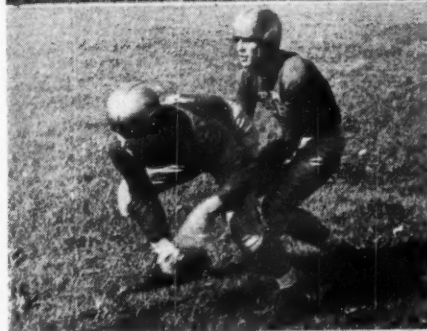
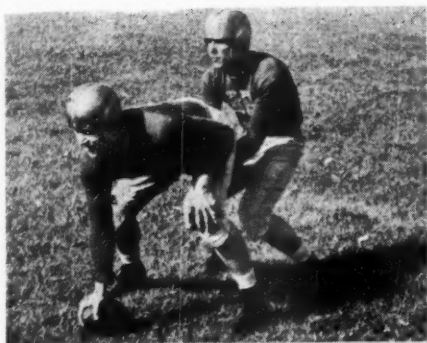
QUICK OPENER

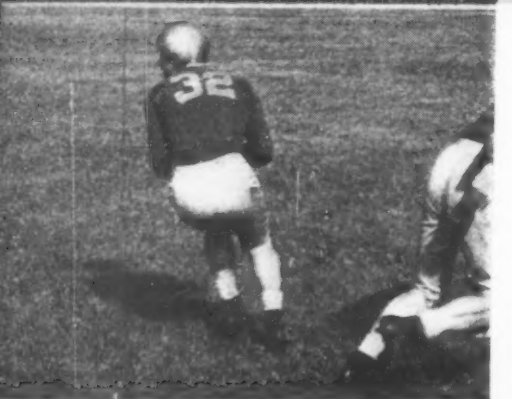
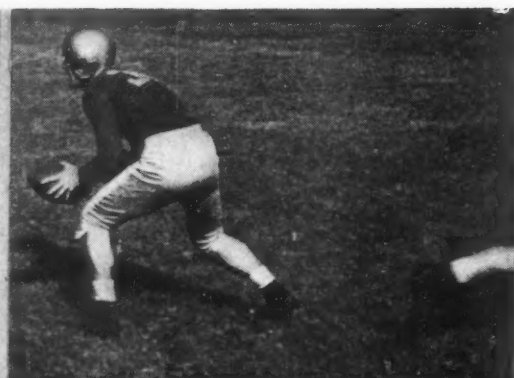
Full and right half start running to left, while left half drives straight ahead. He takes the ball from quarter and plows over tackle. Left end and left guard open hole, tackle hits near backer-up and center takes care of other. Quarter feeds half with a forward cross-over pivot, pivoting on left foot and cross-stepping with other. Weight, during pivot, is on left, or pivoting, foot. Quarter stays low by flexing both knees and feeds ball gently into pocket formed by half's hands.

QUICK OPENER

Another good quick opener with the left half carrying. Note, however, the switch in blocking assignments. This time the left guard and tackle open the hole by cross-blocking and the left end bumps the backer-up. The other men block as before.

The quarterback uses a reverse pivot for the feed. He lines up with his left foot slightly back. Upon receiving the ball, he pivots on the ball of this foot and swings his shoulder, hip and body around so that he ends up with both feet and toes pointing towards the sideline. He bends his knees as he spins, keeping his head up, shoulders straight and hips low. Note the position of the right half on the feed pass. He is in perfect position for a lateral from the quarter. Often the quarter will fake the pass and lateral to the half.





knees). His objective is the same as a sprinter's—to get a fast start straight ahead.

His initial step should always be with the foot in the direction of the hole or at the point he desires to hit. He should drive his arms at the same time to pick up momentum. If he is going to accept the ball, he should form a pocket by dropping his inside hand next to his hip and his outside hand on top. This gives the quarter a constant target. The half runs in an upright stance, but he looks at the ball to make sure he takes it properly.

Running with the ball is only part of the half's duties. He must also be a blocker. And, since the T is built mostly on faking by the backs, it is also the half's duty to carry out each and every fake.

Fullback. The fullback is practically another halfback. In stance, acceptance of the ball and most duties, his play is identical. He is generally a good line plunger and an excellent blocker. Like the halves, he must also be a fast starter.

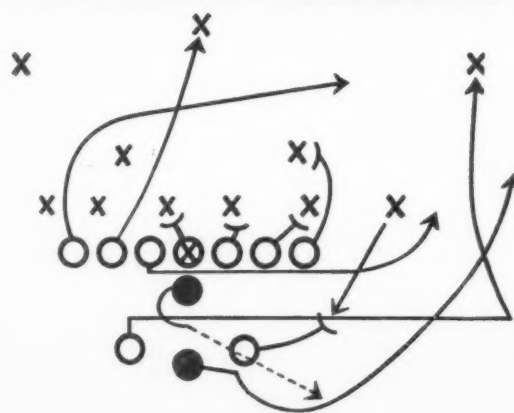
Linemen. All linemen should keep their feet well apart, weight well balanced and right hand resting lightly on the ground. The head is kept well back with the eyes focused straight ahead to avoid giving away the direction of the block.

Each lineman is required to start off the afternoon with a charging exercise. They get down on hands and knees, then dig the feet up underneath the body with short, driving steps as fast and as hard as possible.

Our linemen are instructed each day in practice to lunge out to meet their opponents. They then take a step and drive into the opponent. As a final gesture, they just run through the opponent with short steps and drive as hard as they possibly can with their shoulders.

Since every type of block is employed, all are faithfully practiced.

LATERAL PASS

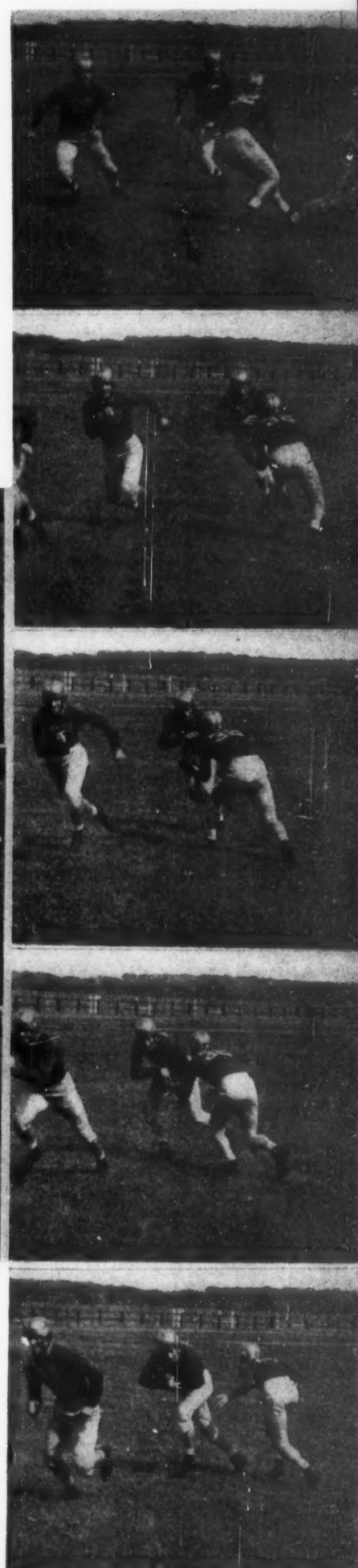
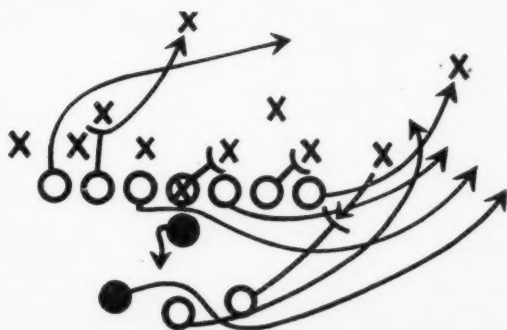
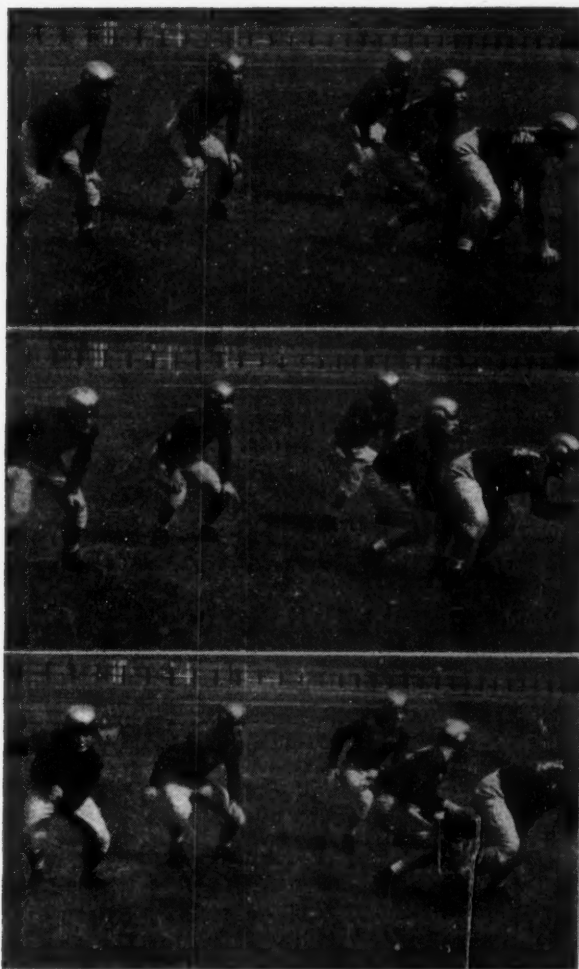
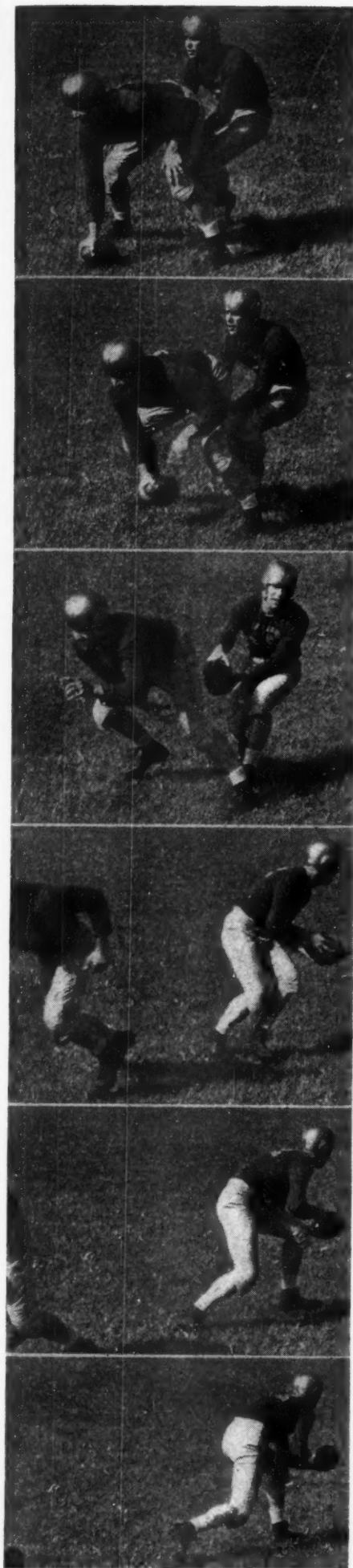


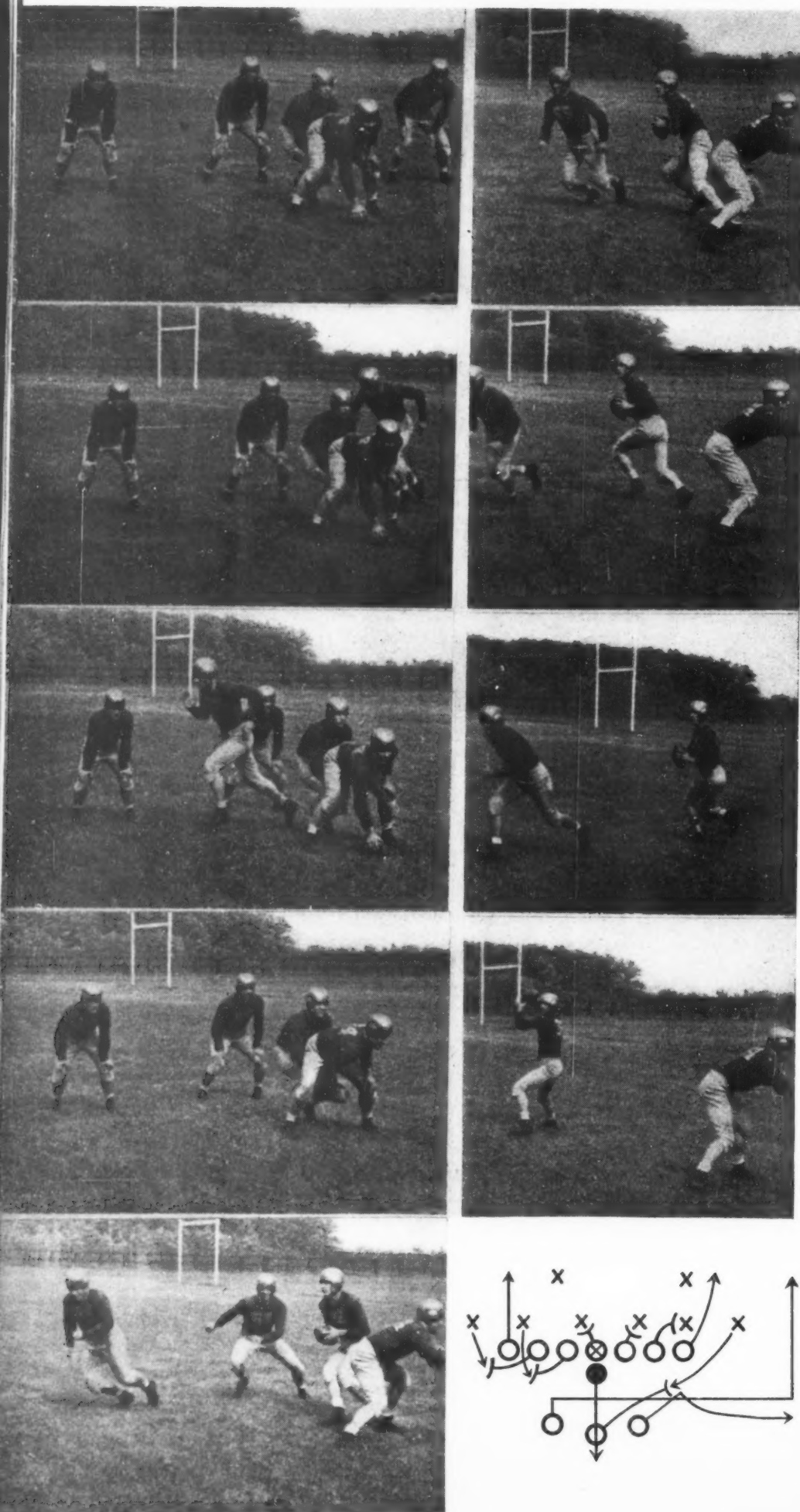
Left half is in motion on this play. As quarter takes ball from center, the fullback pivots on right foot and crosses over with left. He veers slightly back and receives lateral at a point roughly behind end. Quarter spins off right (back) foot and swings left foot back in direction of toss. He brings right toe to left heel, then steps off again with left foot. He stays low by bending knees and aims at full's mid-section. If thrower appears to have dropped to knee, blame camera angle. Quarter bends knee as low as possible, but keeps it off ground.

END RUN

The quarter pivots and hands the ball to the left half. The right half takes out the defensive end, while the full leads the way around end. Both guards pull out to escort the runner. The left tackle checks the far backer-up and then goes downfield for the safety man. The left end swings over to help with the downfield blocking.

The quarter feeds the ball with a reverse cross-over pivot. He sets up with his left foot forward. After taking the center pass, he spins off the ball of his right foot and swings his left foot around and back. He takes two short steps before handing off the ball. As always, his back is straight, knees bent and head up. The weight is over the balls of the feet, the shoulders are on a line and the ball is fed gently to the runner—not slammed into him.





The one big point to keep in mind is to step with the left foot first when blocking in that direction, and vice versa. Some men believe that good, solid blocking isn't essential in this formation. We believe it is. Good blocking is always necessary and we do everything we can to develop speed and power.

Speed may be improved through the medium of sprints taken from the lineman's stance and run in various directions.

End. An end should always be in position to block the tackle, the end, the line backer or the defensive half. He is also required to be able to go out on all passes.

The blocking and the special maneuvers should be practiced daily. Since our pass patterns stem from a hook pass or a head fake and cut, our ends practice with their passers each day on this particular specialty. They also work on their speed and on keeping their bodies relaxed with the hands held in much the same manner as a sprinter (towards the middle of the body) so that they can easily go after the ball.

Tackle. A tackle must practice sprinting forward, as well as to the right and left, every day. He must learn to get away quickly enough to block his opponent, no matter how and where he finds him. His base is similar to a sprinter's, only wider—yet it is quite a bit narrower than the average system requires.

The most potent block is with the shoulder. The tackle is taught to establish his point of contact on a plane corresponding to his opponent's hip. He is taught the importance of hitting hard and staying with his opponent by digging with short, choppy steps away from the play. Much time is put on the establishing of contact, since many players err in allowing a man to recover.

The basic requirements are balance, speed and determination. A tackle must feel it his duty to stay with the man until the play has

(Continued on page 52)

FORWARD PASS

Left half is in motion. He takes a step forward with left foot and goes right. Quarter fades by moving his right foot back and crossing over with left. He retreats about six yards as fast as he can, always crossing over with left leg. The idea is to get back quickly and plant the right foot. In passing position, the feet are fairly close together with weight mostly on ball of right foot. Both hands are kept on ball, which is carried high so that little time is lost bringing it back of the ear.

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SEQUENCE FOR THE TRIPLE SPINNER

By Bruce M. Fisher

Eight plays for the only offense in football in which three men spin over the ball simultaneously



Deception with a capital D is the motif of the triple spinner. And here you see how it works. Can you tell who has the ball? The boys line up as shown, and the ball is snapped to No. 3 (back closest to center's right heel). Nos. 1 and 2 step in with their right foot, and the hocus pocus begins. No. 1, the tailback, raises his left shoulder (third

Bruce M. Fisher evolved his triple-spinner attack after 17 years of experimenting with different systems. He started using it in 1937* at Ferndale High School, Johnstown, Pa., where it met with remarkable success. Before moving on to Bedford, Pa., High, he blue-printed his new system for "Scholastic Coach" (June 1941). The many inquiries he has since received moved him to prepare this follow-up.

THE triple-spinner attack, in which three men spin over the ball simultaneously, operates on the same principle as the old shell game. By coming together momentarily, swiftly crossing each other and fanning out into different directions, the three "con" men try to make the football disappear from enemy eyes.

This isn't easy, naturally. It takes long practice to perfect. But the dividends are high. Wonderful opportunities are offered in the way of power and deception.

The offense operates from an unbalanced line, which may be shifted left or right (Diag. 1). When the play calls for a line shift, the entire line moves over so that the boys keep the same relative positions. That is, Joe Doe remains the strong-side end whether the strength is left or whether it is right. We have found this simplifies assignments.

The three spinning backs line up in a rough circle facing the ball. The 1 back keeps his left foot forward and the 2 and 3 backs half face each other in half-spin position, 2 with his right foot forward and 3 with his left foot ahead.

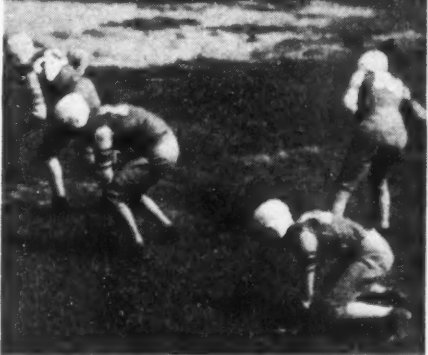
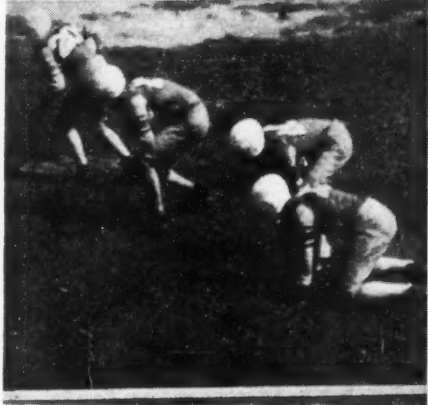
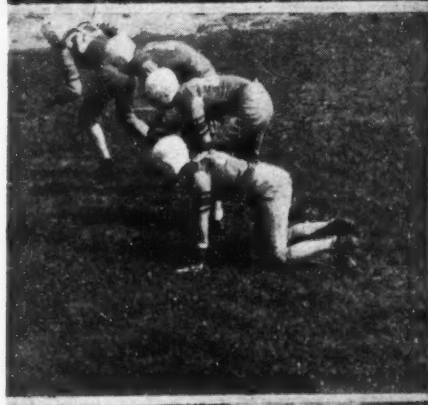
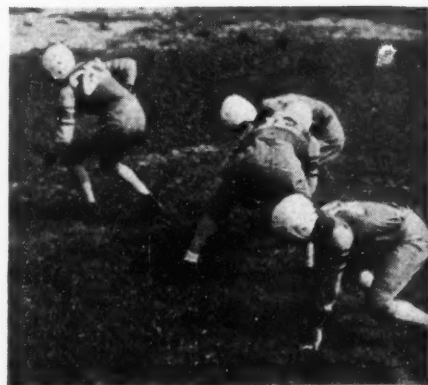
The tailback (1) is four yards directly behind center, while 2 and 3 are three and a half yards back in the slot between the guards and center. The wingback, 4, sets up a yard back of the split between tackle and end.

No. 3, the quarterback, is fast and a good pass catcher; 2 is a good ball-handler, line plunger and passer; 1 can drive off tackle and block; and 4 carries reverses, blocks and catches passes.

The 1 back takes his first step with his right foot. This gives him a good base with which to receive the

(Continued on page 20)

*It is interesting to note that at about the time Bruce Fisher was putting the finishing touches on his new offense, down in New Mexico Coach Ed P. Coleman of Hatch High was hatching the same kind of golden egg—an offense with three men spinning in the backfield. Coaches interested in the Coleman attack, which differs considerably from the Fisher version, may refer to the June 1940, October 1941 and September 1943 issues of *Scholastic Coach*.



picture) to clear 2 and to enable him to cut close off his tail. The three men come over the ball simultaneously, completely masking it from the opponents. The receiver (3) fakes a pass to 1 and 2, who carry out the fake all the way. No. 3 pivots to the left to further confuse the opponents, and then fades back for a pass.



Backbone . . . not Wishbone!



If the Pilgrims and their loyal women folk had had wabby *wish*-bones in place of their sturdy back-

bones; if the backbones of the patriots at Valley Forge had been wishy-washy—America, land of the free today, *could* have ended in wishful thinking.

But the men who discovered, dreamed, worked and fought to build our great democracy, put their own steely courage into the backbone of this nation. It is backbone that *shows* whenever the chips are down.

You see it in our modern industrial marvels that began in a little iron-founder's shop less than two centuries ago.

You see it in our scientific miracles—in our agricultural achievements—and in our mighty war effort, today.

Have you considered that the maintenance of America's superb backbone lies in our matchless *youthpower*? It does.

Out there on the playfields of our great democratic nation, where our youth—our potential manpower—fight to the last ditch in friendly fierceness, for a coveted goal—in vigorous, man-to-man, competitive sports—the *backbone* of our *nation* is renewed and stiffened.

On these battle fields of competitive play our boys and girls, too, learn initiative, courage, determination, fighting spirit, will-to-win despite all odds, tempered with fair play.

And on these fields is inculcated into their minds and hearts an unrealized appreciation of what it means to live in a *free* America. Try to take this freedom of theirs away from them—their personal privilege to think and

dream and do in freedom—to be one-self—to fight for a goal and win it—and that realization will become a living flame. And in this fact is our greatest guarantee that America will continue to be the land of the free.

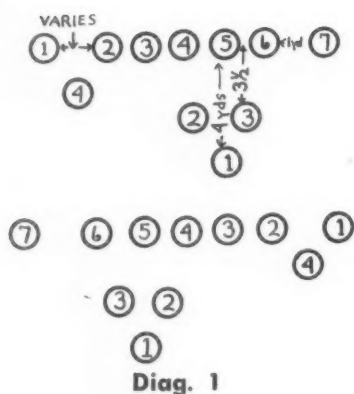
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SPORTS EQUIPMENT



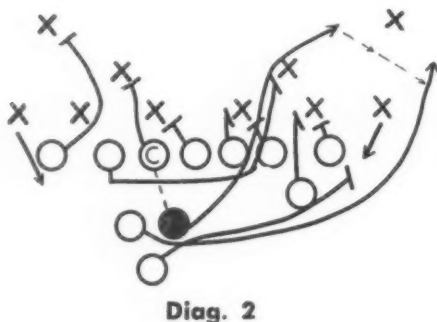
IT'S WILSON TODAY
IN SPORTS EQUIPMENT



ball and also enables him to drive directly off 3's tail.

The fullback, 2, may full spin or half spin. On weak-side plays, he half spins since he can hit more effectively from it. The half spin is also preferred on mousetraps, as it enables him to keep his eye on the blocker and to better judge the opening.

Diag. 2 shows the fullback driving inside tackle. The ball is centered to 2 who fakes to 3 and 1, then drives through inside the defensive tackle. The left guard pulls out and blocks the defensive full. The right end checks the tackle low



on the outside, taking his leg from under him and setting him up for the 4 back.

The right tackle and right guard double team one defensive guard, while the left end checks the tackle and gallops through for the secondary.

A drive by the 2 back inside the defensive guards is shown in **Diag. 3**. No. 2 takes the snap, while 3 and 1 comport themselves as before—3 faking wide to draw the defensive left half out of position and 1 checking the defensive left end.

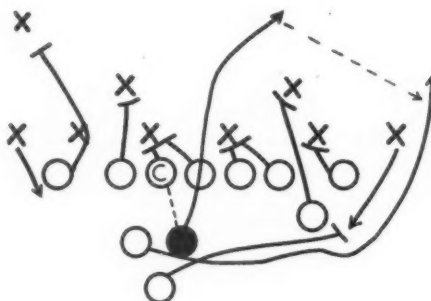
No. 4 drives through for the defensive full. The right end checks the defensive tackle, while the four center linemen double team the guards as shown. The left guard goes through for the weak-side backer-up, and the left end checks the tackle and goes down for the right half.

Diag. 4 illustrates a hike or quick-opening play. No. 2 receives the ball, fakes to 1 and 3 and drives

inside the weak-side tackle. Nos. 1 and 3 fake wide, as before, around end. As a variation, 1 may swing wide around the other end. The right end checks the defensive left tackle and the right tackle hits the defensive left guard.

The right guard swings around or goes through for the weak-side backer-up. The center and left tackle double team the other defensive guard, while the left guard head-and-shoulder blocks the right tackle. The left end takes the outside leg of the tackle and then drives on for the lateral. No. 4 checks the defensive full.

A power reverse is outlined in **Diag. 5**. The ball is snapped to 2.

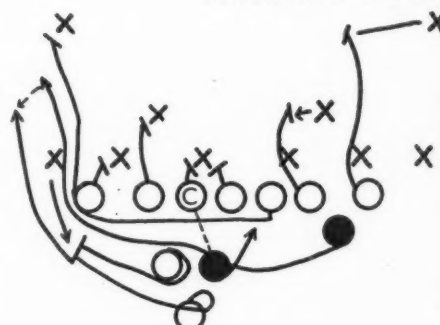
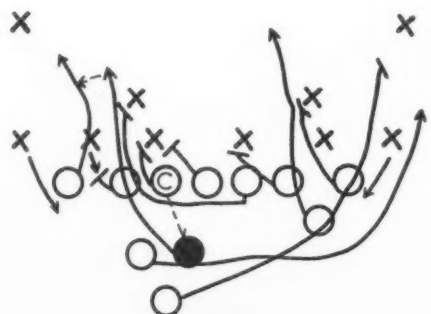


Backfield mates 1 and 3 pivot and drive the defensive right end out of the play. No. 4 takes the ball from 2 and sweeps inside the defensive end behind his right guard.

The right end checks the defensive left tackle and goes on for the half. The right tackle checks the defensive left guard, while the center and left tackle pair up on the right guard. The left guard drives through the tackle's inside leg and checks the weak-side backer-up. The left end head-and-shoulder blocks the defensive right tackle.

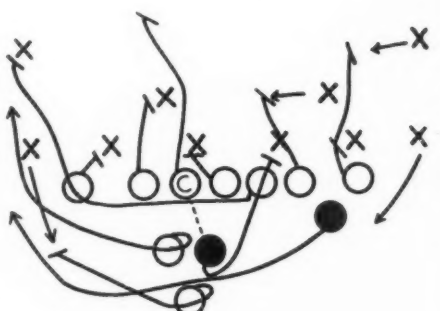
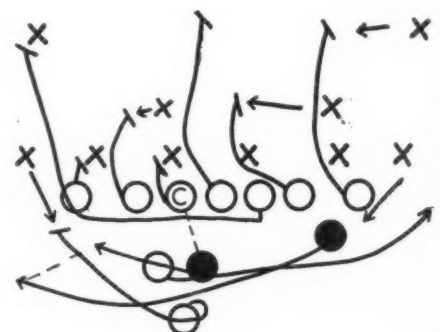
As an alternative, the center may take the weak-side backer-up so that the left guard may help his end with the defensive tackle.

Diag. 6 shows a run or lateral. The ball is again fed to 2, who drives to the left. No. 3 fakes to the



right, while 1 spins, fakes and charges into the defensive right end. No. 4 runs deep and may take a lateral outside the defensive right end, the ball being passed just as 1 hits the man.

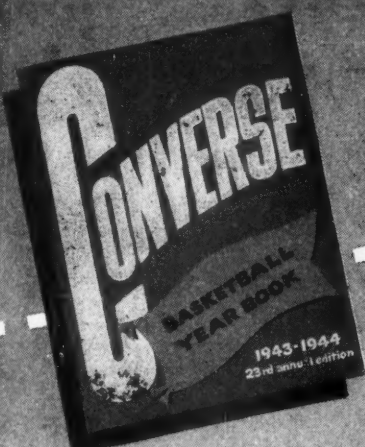
The right end checks the defensive left tackle and goes through for the left half. The right tackle checks the guard on his side and continues on for the fullback. The right guard leads the play around the defensive right tackle. The left tackle helps check the defensive right guard and goes through for the safety man. The left guard



drives hard for the weak-side backer-up, while the left end blocks the defensive right tackle.

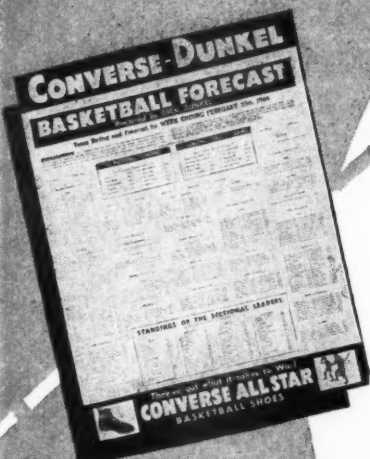
Illustrated in **Diag. 7** is a wide weak-side reverse. The ball is passed to 2. Nos. 3 and 1 spin to the weak side, 3 holding up the end and 1 driving into him with a head-and-shoulder block. No. 2 hands the ball to 4, who sweeps wide around the defensive right end, picking up

(Concluded on page 51)



Converse Basketball Year Book 1943-1944

Now in production; off the press about October 1st. 52 pages, 250 service, college, school and industrial teams with records and pictures, plus meaty articles of value to coach and player alike.



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CONVINCED that after-the-war basketball will attract enthusiastic new millions to participate in the give-and-take of the hardwood court, the makers of All Star Basketball Shoes announce the expansion of their contribution to bigger and better basketball. The Converse Basketball Year Book for 1943-1944 is now in production, filled from cover-to-cover with the history of a great wartime season, featuring hundreds of service and civilian stars and teams. Plans are afoot to make that exclusive service, the Converse-Dunkel Basketball Forecast and Rating System, more complete and valuable than ever. Newspapers with a total circulation exceeding 5,000,000 will carry the Converse-Dunkel Forecasts as a regular feature of their sports pages. As Converse leads with its famous basketball shoes, so too does it lead in helping to make basketball a greater sport in the postwar world.

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ALL STAR

BASKETBALL SHOES

ARE YOU READY FOR RIFLERY?

By C. B. Lister

C. B. Lister is secretary-treasurer of the National Rifle Association of America.

THERE are indications that scholastic rifle shooting will return almost to normal this season and that 1945-46 will witness a vast increase in activity.

Most important from the standpoint of the rifle coach is that the supply of .22 caliber ammunition purchased by the Army for training purposes is now more than adequate to meet its requirements. The Army, accordingly, has authorized the Director of Civilian Marksmanship to resume the sale of .22 ammunition to civilian rifle clubs, including junior units of the National Rifle Association.

To reduce to a minimum the job of packing and shipping the ammunition from government arsenals, the regulations require the ammunition to be shipped in full cases of 10,000 rounds. The price is \$43.24, which includes federal excise tax.

The ammunition is, of course, sold by the War Department Director of Civilian Marksmanship only to clubs which are conducting the training, qualification and competition program approved by the War Department. All school clubs chartered by the N. R. A. and conducting the N. R. A. program come within this approved category. (This includes all schools enrolled in the Scholastic Intramural Rifle Tournaments. See page 53.)

It seems probable that many of the familiar models of .22 caliber rifles will also be commercially available by January. In the meantime, to help school rifle clubs get their programs under way, the War Production Board has made available a reasonable quantity of rifles suitable for the schoolboy shooter. Delivery has been promised beginning October 1. Information regarding the rifles available and prices can be obtained by writing directly to the Junior Division, National Rifle Association, 1600 Rhode Island Avenue, N. W., Washington 6, D. C.

An opportunity for schools to equip their rifle ranges with the overhead trolley type of target carrier has been afforded by the War Department's sale to the N. R. A. of a quantity of the Government-issue type indoor target carriers. The carriers available are similar to those which have in past years been is-

With ammunition, guns and target carriers available, it looks like a banner season for school shooting



Home on the range of the championship Culver Military Academy rifle team.

sued by the Director of Civilian Marksmanship to school rifle clubs.

These carriers are packed in units of two to the shipping case. The price is \$5 per unit of two, F.O.B. Washington. The shipping weight is 50 pounds, and shipment will be made either by express or freight collect, as directed by the purchaser. Orders should be sent direct to the N. R. A.

These carriers enable each shooter to operate his own target from the firing point without interfering with the other shooters. This increases considerably the number of shooters who may be handled on the range.

The fact that all the handling of the targets is done at the firing point adds materially to the safety factor. Safety, incidentally, is the first integrant on which school officials must be reassured. Despite the urgency of scholastic small arms training programs and the obvious need of such training in war-time, there are men who still fear to authorize rifle shooting because it is "dangerous."

The rather startling fact that riflery is the safest of all interscholastic and intramural activities cannot be repeated often enough. *There has never been an accident on a secondary school or camp rifle range supervised by an N. R. A. certified instructor!* More students are injured moving from one class to another or slipping in bathtubs!

Basic rifle instruction using the

.22 caliber rifle as a training weapon is one of the approved pre-induction training activities advocated by the War Department in secondary school training programs. The 14-hour basic training course worked out by the N. R. A. and available in the form of a complete instruction guide and textbook with accompanying wall charts, is the program recommended.

Where time and facilities permit, this 14-hour basic course should be supplemented by the regular N. R. A. qualification and competition program. As in every other activity requiring mechanical skill, the basic principles of rifle shooting can be acquired during a short, intensive instruction course, but real skill and confidence in the handling of the rifle can only be acquired through continued practice.

At its meeting in Washington on July 22, the executive committee of the N. R. A. showed considerable interest in the suggestion that college scholarships be awarded to outstanding secondary school riflemen. A special advisory committee consisting of men prominent in the secondary school world has been organized to advise the Association with regard to the most desirable method of setting up such scholarships. The Association will be glad to hear from school rifle team coaches with regard to possible plans for administering rifle shooting scholarship awards.

"Rifle shooting is literally the 'all-American' sport," writes **JOHN M. CAVILLE**,

*of Davis High School,
Mount Vernon, N. Y.*

DAVIS HIGH SCHOOL
GRAMATAN AVENUE
MOUNT VERNON, N. Y.

May 12, 1944

Scholastic Coach
220 East 42nd Street
New York 17, N.Y.

Gentlemen:

Yes, interest in rifle shooting has increased rapidly at Davis High School in recent years.

About two years ago, under National Rifle Association sponsorship, we started a course in marksmanship training for a group of ten students. Since then we have conducted four Basic Small Arms Courses with an average enrollment of fifteen students. Twelve of the boys who graduated from these courses are now serving in the armed forces of our country, and it is comforting to know that these lads were at least partially prepared for their present task. We have also formed the A. B. Davis High School Rifle Club, with a present membership of thirty and a waiting list of as many more.

Rifle shooting is a sport in which every youngster, tall or short, robust or frail, has an equal chance to compete for top score. For that reason I think that rifle shooting is literally the "all-American" sport.

Yours very truly,

John M. Caville
John M. Caville

Remington will help you plan the organization of a rifle club and the building of a range. As a starter, we will be glad to send you, free, an interesting, fully illustrated booklet containing instructions on the operation of a rifle club—including information on equipment, marksmanship, target shooting, the construction of rifle ranges, and many other subjects of practical interest. Just fill in the coupon and mail it today.



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Please send me, free, your Instructor's Manual on the operation of a rifle club.

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We here salute those schools and those coaches who are carrying on their athletic schedules — even though these may of necessity be restricted. There is no better preparation than physical-contact sports for whatever our boys must tackle.

But when it's all over "over there" . . . well, nothing can hold back the dawn of a better day for us all.

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Due to this fortunate fact, most Sporting Goods Dealers are still able to handle reasonable requisitions for our products. Thus we hope the dealer nearest you may have stock to cover your needs.

In any event, having made every possible effort to take care of the trade, we cannot this year handle your orders through new dealers. So see a Wigwam and Badger Dealer — but see him early.

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Wisconsin



STATE BASKETBALL REGULATIONS

by Charles W. Juergensmeyer

Charles Wesley Juergensmeyer prepared this study at the University of Kentucky as part of his Master of Arts thesis, "A Study of High School Football and Basketball Practice and Playing Seasons in Various States." The football aspect of his study was presented in "Scholastic Coach" last June.

THERE are not nearly as many state rules governing the practice and playing seasons in basketball as there are in football. It would seem that the game is still in the hands of the coaches—who will start practice as early as possible, play as many games as they choose and enter as many tournaments as anyone will sponsor.

A nation-wide survey of state codes yields several interesting points. As in football, there are no sectional trends to speak of. In fact, there are fewer states with similar rules than were found in the football survey. This is probably to be expected, since neither the start of school nor weather conditions affect basketball as they do the grid sport.

Survey findings

1. More than half the states have no rules regarding the start of practice. Among those which have rules, the earliest starting time is August 24 and the latest is January 1. This is probably the greatest inequality discovered in the survey.

2. The same inequality exists in the opening of the playing season. Again more than half the states have no regulations. Among those that do, nearly all have a different date for the opening of the season.

3. Only nine states limit the number of games played per week. Of these only one permits three; the others permit two. Four-fifths of the states impose no limit.

4. The number of games per season is limited by eleven states, while three-fourths have no regulations. There is a great difference in the number permitted (14 to 30).

5. Evidently the closing of the season is considered the most important phase of the basketball practice and playing seasons, since only 12 states do not regulate the closing time. The state tournament officially closes the season in more than a third of the states, and no state plays its last game later than April 1.

6. More than half the states permit schools to enter as many tournaments as they desire. No state forbids tournaments, although three states rarely have any. Several states limit the tournaments to those sponsored by the state association.

Recommendations

In the light of the findings, the writer recommends the following regulations:

1. Basketball practice should begin November 1, giving schools which do not play football a chance to play fall baseball, softball and touch football for about two months. This will keep the boys outdoors, prevent them from over-doing basketball and, at the same time, get them in condition for the sport.

2. The playing season should begin December 1. That would give the coach a month for conditioning work and drill on fundamentals. If the season were opened earlier, the players would probably go stale by mid-season. Starting earlier would also crowd out the other fall sports and, in general, work against a well-balanced athletic program.

3. No more than two scheduled games a week should be permitted, except in tournament play. This will assure the students of not losing too much time from school work and at the same time will safeguard their health.

4. The season should consist of not more than 18 games exclusive of the tournament. The schedule should be arranged so that the teams will not have to take two long trips in succession.

5. Tournament participation should be limited to those sponsored by the state association, and even these tournaments should be abandoned whenever feasible.

6. The season should close with the state tournament or, if no such tourney is held, on or before March 15. The tournament makes a good finale for the season. Then, again, the early close enables the boys to go out for spring football, baseball and track. There is no overlapping or crowding out of spring sports.

The detailed findings of the author's nation-wide survey are presented in tabular form on page 26.

Tennis World Acclaims Spalding Radio Coverage

● SPALDING won the applause of thousands of tennis fans who couldn't actually attend the National Tennis Championships at Forest Hills! For SPALDING brought them its accurate, vivid, play-by-play radio coverage of the Semi-Finals and Finals for two full hours each day. SPALDING tennis reporting by those two gifted veterans of radio and tennis—Harry Wismer and "Lev" Richards—made the matches "live" for all who couldn't attend.

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ONLY OFFICIAL BALL OF THE CHAMPIONSHIPS

A SURVEY OF HIGH SCHOOL BASKETBALL PRACTICE AND PLAYING SEASONS

(Continued from page 24)

State	Open Practice	Open Play	Games Per Week	Games Per Season	Close Season	Number of Tournaments
ALABAMA	No rule	After two wks. pract. Not more than two	No rule	No limit	With st. tourn.	No rule
ARIZONA	No rule	No rule	No rule	No limit	No rule	Two
ARKANSAS	No rule	No rule	No rule	No limit	Second Sat. in Mar.	No rule
CALIFORNIA	Jan. 1	Jan. 15	No rule	No limit	Mar. 1	Seldom have any
COLORADO	No rule	No rule	No rule	No limit	Mar. 15	No rule
CONNECTICUT	Nov. 15	No rule	No rule	No limit	Apr. 1	One
DELAWARE	Dec.	Jan. 1	Not more than two	No limit	Around Mar. 1	None
FLORIDA	No rule	Jan. 1	No rule	20	With st. tourn.	Three
GEORGIA	No rule	No rule	Two except tournament	30	No rule	One besides dist.
IDAHO	Dec. 1	No rule	No rule	No limit	Mar. 25	No rule
ILLINOIS	No rule	No rule	No rule	No limit	With st. tourn. or Mar. 20	No rule
INDIANA	First day of school	Nov. 1, if after ten days practice	No rule	18	With st. tourn.	Two besides st. if 1 counts in 18 games
IOWA	Aug. 24	After Aug. 24	Two	No limit	With st. tourn.	Dist., st., co., sect.
KANSAS	No rule	No rule	No rule	No limit	With tourn.	No rule
KENTUCKY	No rule	No rule	No rule	No limit	No rule	No rule
LOUISIANA	No rule	No rule	No rule	No limit	No rule	No rule
MAINE	No rule	No rule	No rule	No limit	No rule	No rule
MICHIGAN	No rule	Thanksg. week or Nov. 15 if play football	Two	14 if play football, 17 if not	With st. tourn.	No rule
MINNESOTA	No rule	No rule	No rule	No limit	With st. tourn.	Dist., reg., st.
MISSISSIPPI	No rule	No rule	No rule	No limit	Not later than Mar. 15	No rule
MISSOURI	No rule	No rule	No rule	16	No rule	Five
MONTANA	After close of football	Jan. 4	Two	No limit	Mar. 1	Usually none
NEBRASKA	No rule	No rule	No rule	No limit	Ten days after st. tourn.	No rule
NEVADA	Dec. 1	Dec. 15	Two	No limit	Mar. 15	Three dist., one st.
NEW HAMPSHIRE	No rule	No rule	No rule	No limit	No rule	One
NEW JERSEY	No rule	Dec. 1	No rule	No limit	Apr. 1	No rule
NEW MEXICO	No rule	No rule	No rule	No limit	No rule	One besides dist. and st.
NEW YORK	Nov. 1	After two weeks practice	No rule	18	Apr. 1	No rule
NORTH DAKOTA	No rule	About Thanksg.	No rule	No limit	Second or third week Mar.	No rule
OHIO	No rule	No rule	No rule	No limit	With st. tourn.	No rule
OKLAHOMA	No rule	No rule	No rule	No limit	With st. tourn.	No rule
OREGON	First Mon. after last Sat. in Nov.	First Mon. after last Sat. in Nov.	No rule	No limit	With st. tourn.	No rule
PENNSYLVANIA	No rule	No rule	No rule	No limit	No rule	No rule
RHODE ISLAND	Three weeks after football	About Jan. 1	Two	20	About Mar. 1	St.
SOUTH DAKOTA	No rule	No rule	No rule	No limit	With st. tourn.	No rule
TEXAS	No rule	No rule	No rule	No limit	With st. tourn.	Three invit., dist., st.
VIRGINIA	No rule	No rule	No rule	20	With st. tourn.	No rule
WASHINGTON	After first Sat. after Thanksg.	No rule	No rule	No limit	With st. tourn.	No rule
WEST VIRGINIA	No rule	Dec. 1	No rule	20	With st. tourn.	No rule
WISCONSIN	Oct. 15	Nov. 1	No rule	18	Last day of st. tourn.	No rule
WYOMING	Dec. 15	After Dec. 15	Three	24	Mar. 20	Two

T-Formation Magic!

IN A NEW Keds Bulletin

by Coach FRANK LEAHY

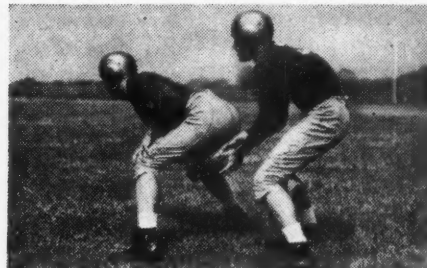
THE mightiest formation in Football is the T-Formation. What it is, how it works and why it is so successful are all in the newest Keds Sports Department Bulletin, written by Frank Leahy. "Football—The T-Formation" contains continuous photographs and diagrams of the formation and each player's maneuvers—the action that made the Notre Dame "T" such a potent winner on the gridiron last Football season. Chapter headings are: "How to Play Center", "Quarterback, Key to the 'T'", "Man in Motion", "Halfback and Fullback", "Quarterback Strategy" and "Select T-Formation Plays". To get your free copy of Keds Sports Department Bulletin No. 8—"Football—The T-Formation", fill in the coupon below.



Stance of the center in the Notre Dame T-Formation



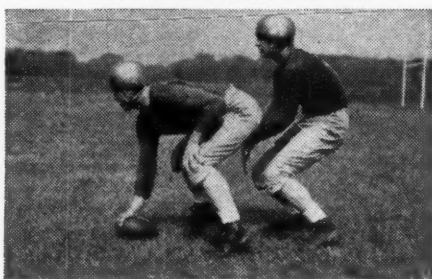
Closeup of the center's grip on the ball



How the ball is passed to the quarterback



Stance of the quarterback



Quarterback and center before the ball is passed



Quarterback in position to feed the ball to a halfback



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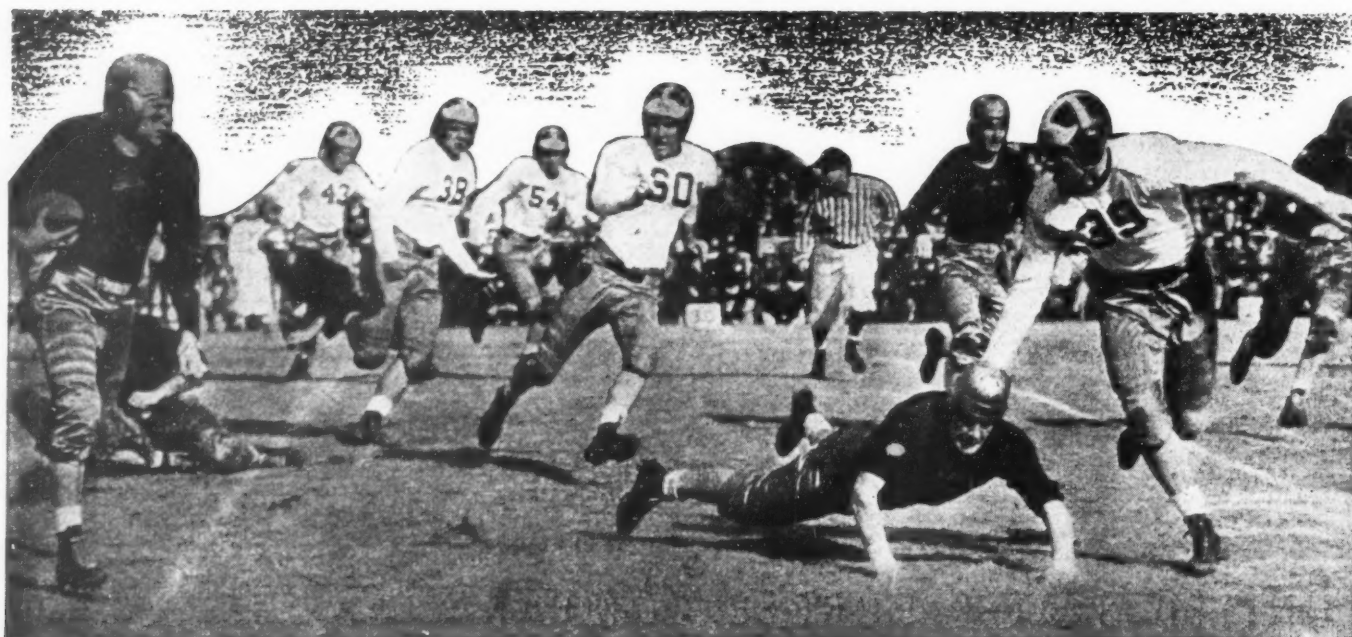


1944's Most

Power-house football at its best . . . speed . . . finesse . . . fast, bang-up football action from the first exciting play right down through a heavy schedule of top-notch contests! That's the attractive sports dish MacGregor-Goldsmith is serving this year — the best football show, we believe, ever to be put on the air!

Gas rationing may close the grandstands and bleachers for hundreds of thousands of regular fans this year, but the MacGregor-Goldsmith series of broadcasts will provide press-box seats for fans at the twist of a radio dial! Just as MacGregor-Goldsmith Athletic Equipment is preferred by coaches and players alike throughout the nation, so will the MacGregor-Goldsmith Football Broadcasts be first choice of radio listeners this season.

TUNE IN! Consult your local newspaper for time of broadcast.



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- OCT. 7—TULANE AT NOTRE DAME
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WNOE, New Orleans
- OCT. 14—NORTHWESTERN AT MICHIGAN
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- OCT. 21—WISCONSIN AT NOTRE DAME
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
also the entire Wisconsin Net Work
- OCT. 28—NOTRE DAME AT ILLINOIS
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WDWS, Champaign
- NOV. 4—NOTRE DAME VS. NAVY AT BALTIMORE
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WRR, Dallas
KSD, St. Louis, WDAF, Kansas City, KFJZ, Ft. Worth,
WNOE, New Orleans
- NOV. 11—PITTSBURGH AT OHIO STATE
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WHKC, Columbus, WCAE, Pittsburgh
- NOV. 18—NORTHWESTERN AT NOTRE DAME
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- NOV. 25—MICHIGAN AT OHIO STATE
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- DEC. 2—GREAT LAKES AT NOTRE DAME
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago

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A HIGH SCHOOL TESTING PROGRAM

By W. J. Huffman and R. H. Johnson

Tests and scoring scales for classification and measurement of improvement in physical education

Warren J. Huffman and Ralph H. Johnson are physical education instructors at the University of Illinois.

ONE of the major objectives of the Illinois State high school health and physical education program is the development of physical condition or physical efficiency through directed muscular activity.

Under the supervision of R. O. Duncan, state director of physical education, test items which might to some degree measure status and progress in physical condition were studied during the fall of 1943. Many testing programs and specific tests were surveyed and five items selected for experimental use and trial in the schools.

1. Pull-ups—measure arm and shoulder flexor muscles.

2. Squat jumps—measure leg strength, endurance, and coordination.

3. Sit-ups—measure abdominal strength.

4. Push-ups—measure arm and shoulder extension muscles.

5. One Mile Run—measures cardio-respiratory endurance.

Criteria used to select the five items were:

1. Requires simple, inexpensive equipment.

2. Requires a minimum of time.

3. Measures different phases of physical condition with each item measuring a specific phase.

4. Safe for unskilled or poorly conditioned boys and does not depend on previously acquired skills.

5. Easy to conduct and administer.

6. Such that standard scoring methods can be used.

The five test items were given to 12,000 Illinois high school boys last spring by their physical education teachers and coaches. The results were returned to the state physical education office. They were tabulated at the University of Illinois, and standard scales devised.

General instructions

1. Because of the vigorous nature of the tests, every student should be required to pass a satisfactory medical examination.

2. No student should take the test until he has engaged in a week or two of conditioning activities, including running.

3. The instructor should demonstrate all items except the mile run.

4. As the boys report, their names, ages (yrs. and mos.), height (inches), and weight should be recorded.

5. The boys should then be assigned partners to check their score on each of the first four items.

6. The instructor records the score for each item as reported by the partner.

7. The test should be given so that each performer is allowed a short rest period between items.

8. Each student should be allowed only one trial on each item.

9. The first four items should be given during one class period, and the mile run given during the next scheduled period.

Technical instructions

1. Pull-ups

A. Bar should be grasped with palms facing away from student and body extended and relaxed.

B. One score is recorded each time student pulls chin above bar.

C. Body should then be lowered so that arms are completely extended and elbows straight.

D. One-half chin is scored if student pulls almost up to bar or if he fails to extend arms. When individual makes four consecutive half-chins, he should be halted.

2. Squat Jumps

A. Starting position: Full squat position, fingers locked and placed on top of head, feet several inches apart with rear toe opposite heel of forward foot.

B. Student jumps upward from squat and comes down to a squat again in a continuous movement.

C. Exercise is repeated with position of feet reversed after each jump; student continues until he chooses to stop.

D. Student must be erect on each upward jump, and feet should come off ground several inches.

E. Total number of complete movements represents score.

3. Sit-ups

A. Starting position: Back lying position, knees straight, hands

clasped under head, and feet spread approximately 18 inches with partner kneeling between feet to hold ankles down.

B. Student sits up and touches left elbow to right knee on first movement, and returns immediately to back lying position.

C. Exercise is repeated with student touching right elbow to left knee, and then continues with alternate knee touching until he chooses to stop.

4. Push-ups

A. Starting position is front leaning rest.

B. One push-up is scored each time student lowers chest to floor and pushes up to starting position.

C. Only chest should touch floor and entire body should be kept in straight line.

5. One Mile Run

A. Should be conducted on quarter mile track if possible.

B. Class should be started together. They should be told that their times will be called out at finish line and that each should report it to the instructor.

C. Each boy should finish even though he walk part of distance.

How to score results

Scoring Example: The boy selected was 15 years 7 months old. His records on the test were 8 pull-ups, 40 squat jumps, 51 sit-ups, 31 push-ups, and 6:19 for the mile.

Using the scales for 15-year-old boys, it was found that 8 pull-ups gave a standard score of 58 points; 40 squat jumps, 53 points; 51 sit-ups, 55 points. (In cases where the actual score is not given, use the next lower score.) Thirty-one push-ups gave the boy 79 points, and a 6:19 mile run was 62 points.

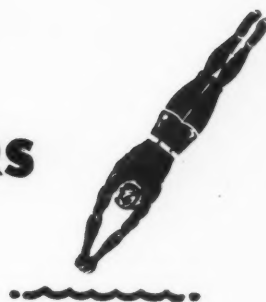
Adding the five standard scores, the boy's total score was 307 points. This placed him in the upper half of that age group.

The standard scoring scales for the various age levels will be found on pages 32, 34 and 36. Standard scores below 14 were omitted because of space limitations.

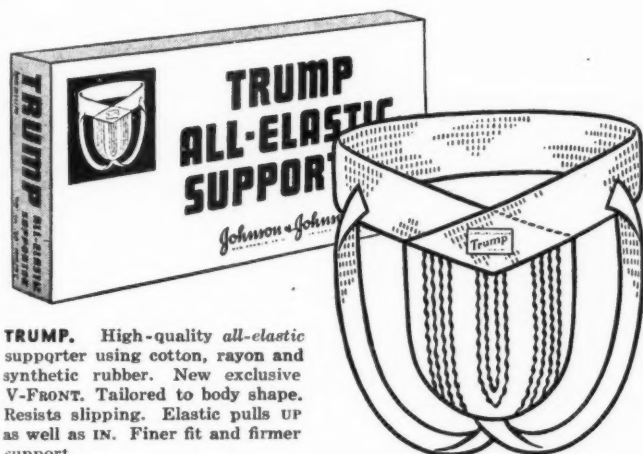
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But, these new elastic webbings are in most ways equal to pre-war natural rubber products—and in some ways superior. They allow 80% to 100% stretch with complete recovery. They enable us to continue to offer all-elastic supporters that meet your needs with true Johnson & Johnson efficiency.

Production is increasing but demand is unprecedented. If there is some delay in meeting your requirements, please be patient; we are doing our best for Uncle Sam and for you.

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STANDARDS OF PERFORMANCE FOR 13-YEAR-OLDS

Standard Scores	Pull Ups	Squat Jumps	Sit Ups	Push Ups	Mile Run	Total Score
100	11.5	80	111	33	4:40	500
99		79	109		4:43	495
98		78	108		4:46	490
97	11	77	106	32	4:50	485
96		76	105		4:53	480
95		75	103		4:57	475
94	10.5	74	102	31	5:00	470
93		73	101		5:04	465
92		72	99	30	5:07	460
91	10	71	98		5:11	455
90		70	96		5:14	450
89		69	95	29	5:18	445
88		68	93		5:21	440
87	9.5	67	92	28	5:25	435
86		66	91		5:28	430
85		65	89		5:32	425
84	9	64	88	27	5:35	420
83		63	86		5:39	415
82		62	85	26	5:42	410
81	8.5	61	84		5:45	405
80		60	82		5:49	400
79		59	81	25	5:52	395
78	8	58	79		5:56	390
77		57	78		5:59	385
76		55	76	24	6:03	380
75		54	75		6:06	375
74	7.5	53	74	23	6:10	370
73		52	72		6:13	365
72		51	71		6:17	360
71	7	50	69	22	6:20	355
70		49	68		6:24	350
69		48	66	21	6:27	345
68		47	65		6:31	340
67	6.5	46	64		6:34	335
66		45	62	20	6:38	330
65		44	61		6:41	325
64	6	43	59	19	6:45	320
63		42	58		6:48	315
62		41	57		6:52	310
61	5.5	40	55	18	6:55	305
60		39	54		6:59	300
59		38	52	17	7:02	295
58	5	37	51		7:06	290
57		36	49		7:09	285
56		35	48	16	7:13	280
55		34	47		7:16	275
54	4.5	33	45	15	7:20	270
53		32	44		7:23	265
52		31	42		7:26	260
51	4	30	41	14	7:30	255
50		29	39		7:33	250
49		28	38	13	7:36	245
48	3.5	27	37		7:40	240
47		26	35		7:43	235
46		25	34	12	7:47	230
45		24	32		7:51	225
44	3	23	31	11	7:54	220
43		22	30		7:57	215
42		20	28		8:01	210
41		19	27	10	8:05	205
40		18	25		8:08	200
39		17	24	9	8:12	195
38	2.5	16	22		8:15	190
37		15	21		8:19	185
36		14	20	8	8:22	180
35		13	18		8:26	175
34		12	17	7	8:29	170
33		11	15		8:33	165
32	2		14		8:36	160
31			13	6	8:40	155
30		10	12		8:43	150
29			11		8:46	145
28			10	5	8:50	140
27		9	9		8:53	135
26			8		8:57	130
25			7		9:00	125
24	1.5	8		4	9:04	120
23					9:07	115
22					9:11	110
21		7	6		9:14	105
20					9:18	100
19					9:21	95
18		6		3	9:25	90
17			5		9:28	85
16	1				9:32	80
15		5			9:35	75
14					9:39	70

STANDARDS OF PERFORMANCE FOR 14-YEAR-OLDS

Standard Scores	Pull Ups	Squat Jumps	Sit Ups	Push Ups	Mile Run	Total Score
100	15	82	109	37	4:35	500
99	14.5	81	108		4:36	495
98		80	106	36	4:37	490
97		79	105		4:38	485
96	14	78	104	35	4:39	480
95		77	102		4:40	475
94	13.5	76	101	34	4:41	470
93		75	99		4:43	465
92		74	98	33	4:45	460
91	13	73	97		4:47	455
90		72	95		4:49	450
89		71	94	32	4:53	445
88	12.5	70	92		4:57	440
87		69	91	31	5:01	435
86	12	68	90		5:04	430
85			88	30	5:08	425
84		67	87		5:12	420
83	11.5	66	85		5:16	415
82		65	84	29	5:20	410
81		64	83		5:24	405
80	11	63	81	28	5:27	400
79		62	80		5:31	395
78	10.5	61	78	27	5:35	390
77		60	77		5:39	385
76		59	76		5:43	380
75	10	58	74	26	5:47	375
74		57	73		5:50	370
73	9.5	56	71	25	5:54	365
72		55	70		5:58	360
71		54	69	24	6:02	355
70	9	53	67		6:06	350
69		52	66		6:10	345
68		51	64	23	6:13	340
67	8.5	50	63		6:17	335
66		49	62	22	6:21	330
65	8	48	60		6:25	325
64		47	59	21	6:29	320
63		46	57		6:33	315
62	7.5	45	56		6:36	310
61		44	55	20	6:40	305
60	7	43	53		6:44	300
59		42	52	19	6:48	295
58		41	50		6:52	290
57	6.5		49	18	6:56	285
56		40	48		7:00	280
55	6	39	46	17	7:03	275
54		38	45		7:07	270
53		37	43		7:11	265
52	5.5	36	42	16	7:15	260
51		35	41		7:19	255
50	5	34	39	15	7:23	250
49		33	38		7:26	245
48		32	36	14	7:30	240
47	4.5	31	35		7:34	235
46		30	34		7:38	230
45		29	32	13	7:42	225
44	4	28	31		7:46	220
43		27	29	12	7:49	215
42		26	28		7:53	210
41	3.5	25	27	11	7:57	205
40		24	25		8:01	200
39		23	24		8:05	195
38	3	22	22	10	8:09	190
37		21	21		8:12	185
36		20	20	9	8:16	180
35	2.5	19	18		8:20	175
34		18	17	8	8:24	170
33		17	15		8:28	165
32		16	14		8:32	160
31		15	13	7	8:36	155
30		14	12		8:39	150
29			11	6	8:43	145
28	2	13	10		8:47	140
27		12	9		8:51	135
26		11	8		8:55	130
25		10	7	5	8:59	125
24	1.5	9			9:02	120
23					9:06	115
22		8			9:10	110
21	1.5		6		9:14	105
20		7		4	9:18	100
19					9:22	95
18		6			9:25	90
17			5		9:29	85
16	1				9:33	80
15		5		3	9:37	75
14	1				9:41	70



Here's why most Voit synthetic-rubber-covered athletic equipment is going to our fighting fronts!

SERVICE SURFACE...

Our fighting men have to get their fun where they find it! You'll find them playing ball on rugged playing fields carved out of jungles, on rough, sandy beaches, on Central Pacific sharp coral atolls — on surfaces that quickly chew up athletic ball covers. Voit Synthetic-Rubber-Covered Athletic Equipment outwears other equipment on these rough surfaces.

In the extremely humid South Pacific jungles, where the annual average rainfall is 120 inches, the steaming dampness penetrates everywhere. Fungus growth and mildew attack everything within a few days. Even here, Voit Synthetic-Rubber-Covered Athletic Equipment does not deteriorate — it resists the ravages of high humidity, fungus, and mildew.

In many places where our men are fighting, it's hot — as hot as 140° in some spots. Voit Synthetic-Rubber-Covered Athletic Equipment resists this intense heat which dries out other balls.

Thus climatic and surface conditions that "play havoc" with ordinary equipment simply mean "play ball" for Voit Synthetic-Rubber-Covered Athletic Equipment. In this way, Voit helps make morale-building athletic programs possible for our fighting men all over the world. That's why they're getting the big bulk of Voit output — why there's only a limited supply of Voit Basketballs, Footballs, Soccer Balls, Volley Balls, Soft Balls, Water Polo Balls, and Home Plates available for essential civilian users.

Write for illustrated price list today.



Watch for an early announcement about the famous Voit PG series — inflated Playground Balls — soon ready, made of synthetic rubber.

**BUY WAR BONDS
REGULARLY**

VOIT

SYNTHETIC-RUBBER-COVERED
ATHLETIC EQUIPMENT

Mfgd. by W. J. Voit Rubber Corp.,
1600 E. 25th St., Los Angeles 11, Calif.
Chicago Branch 180 No. Wacker Drive Zone 6

STANDARDS OF PERFORMANCE FOR 15-YEAR-OLDS

Standard Scores	Pull Ups	Squat Jumps	Sit Ups	Push Ups	Mile Run	Total Score
100	17	88	115	41	4:32	500
99		87	114		4:33	495
98	16.5	86	113	40	4:34	490
97		85	111		4:35	485
96	16	84	110	39	4:36	480
95		83	108		4:37	475
94		82	107		4:38	470
93	15.5	81	105	38	4:39	465
92		80	104		4:40	460
91	15	79	102	37	4:41	455
90		78	101		4:43	450
89	14.5	77	100	36	4:44	445
88		76	98		4:45	440
87		75	97	35	4:46	435
86	14	74	95		4:47	430
85		73	94	34	4:51	425
84	13.5	72	92		4:55	420
83		71	91	33	4:59	415
82		70	89		5:03	410
81	13	68	88	32	5:07	405
80		67	86		5:10	400
79	12.5	66	85	31	5:14	395
78		65	84		5:18	390
77	12	64	82		5:22	385
76		63	81	30	5:26	380
75		62	79		5:30	375
74	11.5	61	78	29	5:33	370
73		60	76		5:37	365
72	11	59	75	28	5:41	360
71		58	73		5:45	355
70	10.5	57	72	27	5:49	350
69		56	71		5:53	345
68		55	69	26	5:57	340
67	10	54	68		6:00	335
66		53	66	25	6:04	330
65	9.5	52	65		6:08	325
64		51	63	24	6:12	320
63	9	50	62		6:16	315
62		49	60	23	6:20	310
61		48	59		6:23	305
60	8.5	47	58	22	6:27	300
59		46	56		6:31	295
58	8	45	55		6:35	290
57		44	53	21	6:39	285
56	7.5	43	52		6:43	280
55		42	50	20	6:46	275
54		41	49		6:50	270
53	7	40	47	19	6:54	265
52		38	46		6:58	260
51	6.5	37	45	18	7:02	255
50		36	43		7:06	250
49		35	42	17	7:09	245
48	6	34	40		7:13	240
47		33	39	16	7:17	235
46	5.5	32	37		7:21	230
45		31	36	15	7:25	225
44	5	30	34		7:29	220
43		29	33	14	7:33	215
42		28	32		7:36	210
41	4.5	27	30		7:40	205
40		26	29	13	7:44	200
39	4	25	27		7:48	195
38		24	26	12	7:52	190
37	3.5	23	24		7:56	185
36		22	23		7:59	180
35		21	21		8:03	175
34	3	20	20	10	8:07	170
33		19	19		8:11	165
32	2.5	18	17	9	8:15	160
31		17	16		8:19	155
30		16	14	8	8:23	150
29		15	13		8:26	145
28		14	12	7	8:30	140
27		13	11		8:34	135
26	2	12	10		8:38	130
25		11	9	6	8:42	125
24		10			8:45	120
23			8		8:49	115
22		9			8:53	110
21				5	8:57	105
20	1.5	8	7		9:01	100
19					9:07	95
18		7			9:09	90
17			6	4	9:12	85
16		6			9:16	80
15					9:20	75
14	1	5	5		9:24	70

STANDARDS OF PERFORMANCE FOR 16-YEAR-OLDS

Standard Scores	Pull Ups	Squat Jumps	Sit Ups	Push Ups	Mile Run	Total Score
100	17	85	108	44	4:30	500
99		84	107		4:31	495
98	16.5	83	106	43	4:32	490
97		82	104		4:33	485
96		81	103	42	4:34	480
95	16	80	102		4:35	475
94		79	100	41	4:36	470
93	15.5	78	99		4:37	465
92		77	98	40	4:38	460
91		76	96		4:39	455
90	15	75	95	39	4:40	450
89		74	94		4:43	445
88	14.5	73	92	38	4:46	440
87		72	91		4:50	435
86		71	90	37	4:53	430
85	14	70	88		4:56	425
84		69	87	36	5:00	420
83	13.5	68	86		5:03	415
82		67	84	35	5:06	410
81			83		5:10	405
80	13	66	82	34	5:13	400
79		65	80		5:16	395
78	12.5	64	79	33	5:19	390
77		63	78		5:23	385
76		62	76	32	5:26	380
75	12	61	75		5:29	375
74		60	74	31	5:33	370
73	11.5	59	72		5:36	365
72		58	71		5:39	360
71		57	70	30	5:43	355
70	11	56	68		5:46	350
69		55	67	29	5:50	345
68	10.5	54	66		5:53	340
67		53	64	28	5:56	335
66		52	63		5:59	330
65	10	51	62	27	6:02	325
64		50	60		6:06	320
63	9.5	49	59	26	6:09	315
62		48	58		6:12	310
61	9	47	56	25	6:16	305
60		46	55		6:19	300
59		45	54	24	6:22	295
58	8.5	44	52		6:26	290
57		43	51	23	6:29	285
56	8	42	49		6:32	280
55		41	48	22	6:35	275
54		40	47		6:39	270
53	7.5	39	45	21	6:42	265
52			44		6:45	260
51	7	38	43		6:49	255
50		37	41	20	6:52	250
49		36	40		6:55	245
48	6.5	35	39	19	6:59	240
47		34	37		7:02	235
46	6	33	36	18	7:05	230
45		32	35		7:09	225
44		31	33	17	7:12	220
43	5.5	30	32		7:15	215
42		29	31	16	7:19	210
41	5	28	29		7:22	205
40		27	28	15	7:25	200
39		26	27		7:28	195
38	4.5	25	25	14	7:32	190
37		24	24		7:35	185
36	4	23	23	13	7:38	180
35		22	21		7:41	175
34		21	20	12	7:45	170
33	3.5	20	19		7:48	165
32		19	16	11	7:51	160
31		18	15		7:55	155
30	3	17	13	10	7:58	150
29		16	12		8:01	145
28		15	10	9	8:04	140
27		14	9		8:08	135
26		13	8	8	8:11	130
25	2.5	12	7		8:14	125
24					8:18	120
23		11		7	8:21	115
22			6		8:24	110
21		10		6	8:28	105
20	2				8:31	100
19		9			8:34	95
18			5	5	8:38	90
17		8			8:41	85
16					8:44	80
15	1.5	7		4	8:47	75
14			4		8:50	70

Official Navy Photographs

[illegible]

Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym Coach, University of Nebraska. 72-page book explaining correct uses of gym equipment.

STANDARDS OF PERFORMANCE FOR 17-YEAR-OLDS

Standard Scores	Pull Ups	Squat Jumps	Sit Ups	Push Ups	Mile Run	Total Score
100	18	94	114	47	4:30	500
99		93	113		4:31	495
98		92	111	46	4:32	490
97	17.5	91	110		4:33	485
96		90	108	45	4:34	480
95	17	89	107		4:35	475
94		88	106	44	4:36	470
93	16.5	87	104		4:37	465
92		86	103	43	4:38	460
91		84	101	42	4:39	455
90	16	83	100		4:40	450
89		82	98	41	4:42	445
88	15.5	81	97		4:45	440
87		80	96	40	4:48	435
86		79	94		4:51	430
85	15	78	93	39	4:54	425
84		77	91		4:57	420
83	14.5	76	90	38	5:00	415
82		74	88		5:03	410
81	14	73	87	37	5:06	405
80		72	86		5:09	400
79		71	84	36	5:13	395
78	13.5	70	83		5:16	390
77		69	81	35	5:19	385
76	13	68	80		5:22	380
75		67	78	34	5:25	375
74		66	77		5:28	370
73	12.5	64	76	33	5:31	365
72		63	74		5:35	360
71	12	62	73	32	5:38	355
70		61	71		5:41	350
69	11.5	60	70	31	5:44	345
68		59	68		5:47	340
67		58	67	30	5:50	335
66	11	57	66		5:53	330
65		56	64	29	5:56	325
64	10.5	54	63		5:59	320
63		53	61	28	6:03	315
62		52	60		6:06	310
61	10	51	58	27	6:09	305
60		50	57		6:12	300
59	9.5	49	56	26	6:15	295
58		48	54		6:18	290
57	9	47	53	25	6:21	285
56		46	51		6:24	280
55		45	50	24	6:27	275
54	8.5	43	48		6:31	270
53		42	47	23	6:34	265
52	8	41	46		6:37	260
51		40	44	22	6:40	255
50		39	43		6:43	250
49	7.5	38	41	21	6:46	245
48		37	40		6:50	240
47	7	35	38	20	6:53	235
46		34	37	19	6:56	230
45	6.5	33	36		6:59	225
44		32	34	18	7:02	220
43		31	33		7:05	215
42	6	30	31	17	7:08	210
41		29	29		7:11	205
40	5.5	28	28	16	7:14	200
39		27	27		7:17	195
38		25	26	15	7:21	190
37	5	24	24		7:24	185
36		23	23	14	7:27	180
35	4.5	22	21		7:30	175
34		21	20	13	7:33	170
33	4	20	18		7:36	165
32		19	17	12	7:39	160
31		18	16		7:42	155
30	3.5	17	14	11	7:46	150
29		16	13		7:49	145
28	3	15	11	10	7:52	140
27		14	10		7:55	135
26		13	9	9	7:58	130
25	2.5		8		8:01	125
24		12	7	8	8:04	120
23					8:07	115
22		11			8:10	110
21			6	7	8:14	105
20	2	10			8:17	100
19					8:20	95
18		9	5	6	8:23	90
17					8:26	85
16		8			8:29	80
15	1.5		4	5	8:32	75
14		7			8:35	70

STANDARDS OF PERFORMANCE FOR 18-YEAR-OLDS

Standard Scores	Pull Ups	Squat Jumps	Sit Ups	Push Ups	Mile Run	Total Score
100	18.5	85	115	45	4:30	500
99		84	114		4:31	495
98	18	83	112	44	4:32	490
97		82	111		4:33	485
96		81	110	43	4:34	480
95	17.5	80	108		4:35	475
94		79	107	42	4:36	470
93	17	78	105		4:37	465
92		77	104	41	4:38	460
91	16.5	76	102		4:39	455
90			101	40	4:40	450
89		75	99		4:41	445
88	16	74	98	39	4:42	440
87		73	96		4:46	435
86	15.5	72	95	38	4:49	430
85		71	93		4:52	425
84	15	70	92		4:55	420
83		69	90	37	4:58	415
82		68	89		5:02	410
81	14.5	67	87	36	5:05	405
80		66	86		5:08	400
79	14	65	84	35	5:11	395
78		64	83		5:14	390
77	13.5	63	81	34	5:17	385
76		62	80		5:21	380
75		61	78	33	5:24	375
74	13	60	77		5:27	370
73		59	75	32	5:30	365
72	12.5	58	74		5:33	360
71			72	31	5:37	355
70	12	57	71		5:40	350
69		56	69	30	5:43	345
68		55	68		5:46	340
67	11.5	54	66	29	5:49	335
66		53	65		5:52	330
65	11	52	63	28	5:56	325
64		51	62		5:59	320
63	10.5	50	61	27	6:02	315
62		49	59		6:05	310
61		48	58	26	6:08	305
60	10	47	56		6:12	300
59		46	55	25	6:15	295
58	9.5	45	53		6:18	290
57		44	52		6:21	285
56	9	43	50	24	6:24	280
55		42	49		6:27	275
54		41	47	23	6:31	270
53	8.5	40	46		6:34	265
52		39	44	22	6:37	260
51	8		43		6:40	255
50		38	41	21	6:43	250
49	7.5	37	40		6:47	245
48		36	38	20	6:50	240
47		35	37		6:53	235
46	7	34	35	19	6:56	230
45		33	34		6:59	225
44	6.5	32	32	18	7:02	220
43		31	31		7:06	215
42	6	30	29	17	7:09	210
41		29	28		7:12	205
40		28	26	16	7:15	200
39	5.5	27	25		7:18	195
38		26	23	15	7:21	190
37	5	25	22		7:25	185
36		24	20	14	7:28	180
35	4.5	23	19		7:31	175
34		22	17	13	7:34	170
33		21	16		7:37	165
32	4		14		7:41	160
31		20	13	12	7:44	155
30	3.5	19	12		7:47	150
29		18	11	11	7:50	145
28	3	17	10		7:53	140
27		16	9	10	7:56	135
26		15	8		8:00	130
25	2.5	14	7	9	8:03	125
24		13	6		8:06	120
23		12		8	8:09	115
22		11			8:12	110
21				7	8:15	105
20	2	10	5		8:19	100
19					8:22	95
18		9		6	8:25	90
17					8:28	85
16		8	4		8:31	80
15	1.5			5	8:35	75
14		7			8:38	70

Why we cannot supply "Gym" Shoes for Fall...

In January, 1944, we were permitted to resume the production of canvas rubber soled shoes, provided this program did not interfere with the manufacture of special footwear for the Armed Forces and essential rubber footwear for civilians and for industrial use.

Under these conditions the number of pairs delivered by us to our retailers in the first six months of this year was limited—in fact, far less than the demand.

Today the situation is even more acute. Our production of canvas rubber soled "gym" shoes was discontinued at the end of June . . . and no further shipments were made to our dealers. And here's why.

- *There are greatly increased demands of the Armed Forces for both rubber and canvas footwear . . . plus a continued shortage of manpower.*
- *These circumstances require the concentration of all of our available facilities for the production of rubber footwear for the essential health protection of civilians, including war workers.*

So, if your students are unable to purchase "gym" shoes, don't blame them or the dealer. Just as soon as this situation changes, and we can reinstate canvas shoe production, our dealers will be notified.

FOOTWEAR FACTORY—WATERTOWN, MASS.



FREE

Basketball Foul Shooting Chart for your Bulletin Board. This chart has been especially prepared to encourage an organized foul shooting practice and competition among team members and gymnasium students. Send for as many copies as you need. Just fill in and mail coupon.

Hood Rubber Company
Watertown 72, Massachusetts
Gentlemen:

SC-1

Please send me without obligation copies of your Foul Shooting Chart.

Name

School

Address

City State



Drawn by Kate Tracy

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 E. 42 St., New York 17, N. Y.

The Siwash Terriers blew into Paducah with both their catchers *hors de combat* and not a replacement to be had. So Manager Doakes inserted a full page ad in the local paper: "Catchers Wanted. Tryouts this morning at Paducah Oval."

Thirty men, in all stages of decrepitude, answered the ad. But none could make the grade. Just when Doakes was about to give up in despair, he felt a tap on his shoulder. He turned around and saw a horse. To his amazement, the horse spoke, "Mind giving me a tryout?" Without waiting for an answer, the horse started donning the paraphernalia.

Doakes was astounded. The horse scooped up everything, handled the pitchers superbly and threw cannonball strikes to the bases. "Can you hit?" asked Doakes. Without a word the horse stepped to the plate and boffed ten balls over the fence.

That afternoon, the horse took his place in the Terrier lineup. In the first inning, he tossed out two would-be stealers and caught a foul-tip third strike. The crowd gave him a tremendous ovation.

He came to bat in the second inning. Three men were on base. The count went to three and two and then he swung. The ball rode on a line to the centerfield fence. The runners galloped around the bases and scored standing up. But the horse didn't budge a pore.

Everyone in the stands started yelling, "Run! Run!" The coaches screamed, "Run!" Still he stood. Finally Manager Doakes charged out of the dugout, ran up to the plate and pleaded, "Please run, old boy, you have to run."

The horse turned his head, looked him in the eye and said, "If I could, do you think I'd be in baseball?"

Coaches' Corner

Buddy Young, the Illinois comet, is the first illegal champion the A.A.U. has ever had. He won the 100-meters sprint title this summer after the oddest succession of mishaps in the honorable history of the national championships.

Two of the six finalists, Herb Douglas and Herb Thompson, were disqualified for two false starts. Then another pair, Ed Conwell and Young, were given the boot for similar crimes. That left only two men, Barney Ewell and Bill Mathis. They must have felt lonesome on the line, for they, too, broke too soon.

This stuck the officials on the horns of a dilemma. The only one left on the starting line was Jack Lavelle, the stylishly stout starter. The press box inhabitants were willing to give him the title by default. But the 300-pound pistol-packin' papa would have no part of it. So it was wisely decided to reinstate all six of the boys. After another false start, they got away—much to the relief of Lavelle, the crowd and the A.A.U.



Chief attraction at the nationals was Charlie Parker, the 17-year-old schoolboy flash from Jefferson High in San Antonio. He blew in from Texas with a victory skein of 49 races (not counting preliminaries and semi-finals) and marks of 9.5 for the 100 and 20.6 for the 220.

His senior debut was a bouncing success. He won the 200-meters championship in a fairly elegant 21.3. Thus

becoming the first schoolboy sprinter ever to win this senior title. Schoolboys have won the 100, notably Charlie Drew, Frank Hussey and Frank Wykoff. But no schoolboy had ever won the longer sprint.

The way Charlie won his race was even more impressive than his time. A power runner, he is dreadfully slow getting off his marks. He gets off like a superannuated buffalo and finishes like a runaway train. In the nationals he spotted Conwell a good four yards in the first 75 yards and then took him going away. Parker is now headed for the University of Texas where Coach Clyde Littlefield claims he is the grandest sprint prospect since Man O' War.

It's all in the quotes: Elmer Verban, Cardinals' second baseman: "I've always tried to pattern myself after Frankie Frisch. He was the greatest second baseman for my money and if I can only be half as good I'll be happy."



Frankie Frisch: "I was the most dreadful fielder who ever came up. If I didn't have a strong chest, I wouldn't have lasted a week. Many's the time I almost was brained by a grounder. The only qualification I ever had was that I could run like a deer. But so could Jesse Owens and Charlie Paddock, and I never heard of them making the Giants."

When the boys who nudge golf balls for a living gather at the 19th hole and begin discussing the importance one shot can make to a golf round, the talk always gets around to an incident involving the great Bobby Jones. In the 1925 open Bobby missed the green with his approach. He holed out calmly and turned to his friend and biographer, O. B. Keeler.

"What did you give me on that hole?" he asked.

"I gave you a 5," answered Keeler.

"No," said Jones with a sad shake of his head. "I took a 6."

As Bobby addressed the ball, it rolled ever so slightly. No one saw it move but Jones. Still he called an extra stroke for it, ended in a tie with Willie Macfarlane and lost the playoff. A less scrupulous or a less honest individual might have ignored the incident. But the Georgian demonstrated that a man of character will always be true to himself.

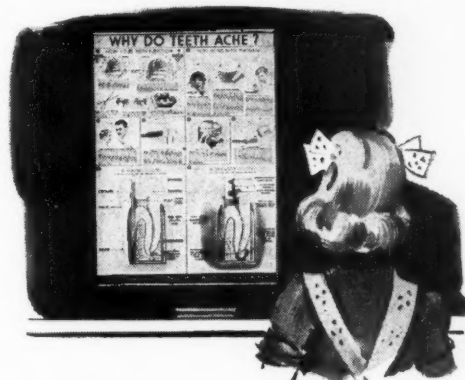
(Continued on page 45)

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New Books on the Sport Shelf

THE T FORMATION. By Frank Leahy. Pp. 24. Illustrated—photographs and diagrams. New York: U. S. Rubber Co. Free.

FOR a stronger brand of T, we heartily recommend Frank Leahy's new bulletin, *The T Formation*. It's a knockout. Chockful of beautiful single and progressive action pictures, it blueprints in detail the mechanics of the hottest formation today—the T. What's more, the fundamentals are presented *exactly* as they are taught at Notre Dame, which means you are getting the slickest in T styles.

The first few chapters are devoted to a history of the formation and its advantages. Then the play of the center, the quarterback and the three other backs is analyzed. Following this, Leahy delves into his bag of tricks. He diagrams his basic plays, shows you the basic pivots in progressive action pictures and then ties both up with pictures of the entire backfield in action!

It is a wonderfully effective teaching medium. All in all, he presents eight plays and pivots in complete detail. Also extremely helpful are chapters on strategy and ball-handling.

For a good idea of the pictorial matter, turn to Ed McKeever's article in this issue. The pictures and plays therein are borrowed from this booklet.

Copies of the booklet may be obtained for your squad free of charge by checking the master coupon under "U. S. Rubber" on page 56.

National Federation Codes

1944 Football Rules (High School). Edited by E. A. Thomas, H. L. Ray and H. V. Porter. Includes the Touch Rules and 6-Man Code. 25c.

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These books may be secured from your state high school athletic associations, the National Federation, 7 South Dearborn St., Chicago, Ill., or from A. S. Barnes & Co., 67 West 44 St., New York 18, N. Y. Cash, check or money order must accompany order.

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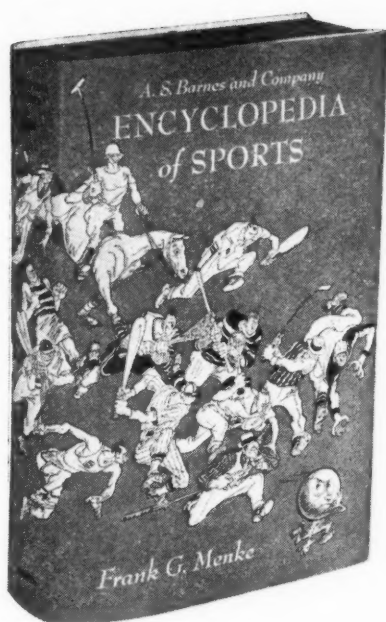
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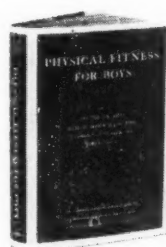
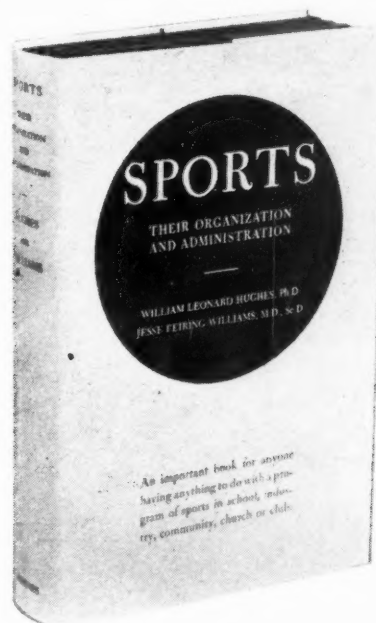
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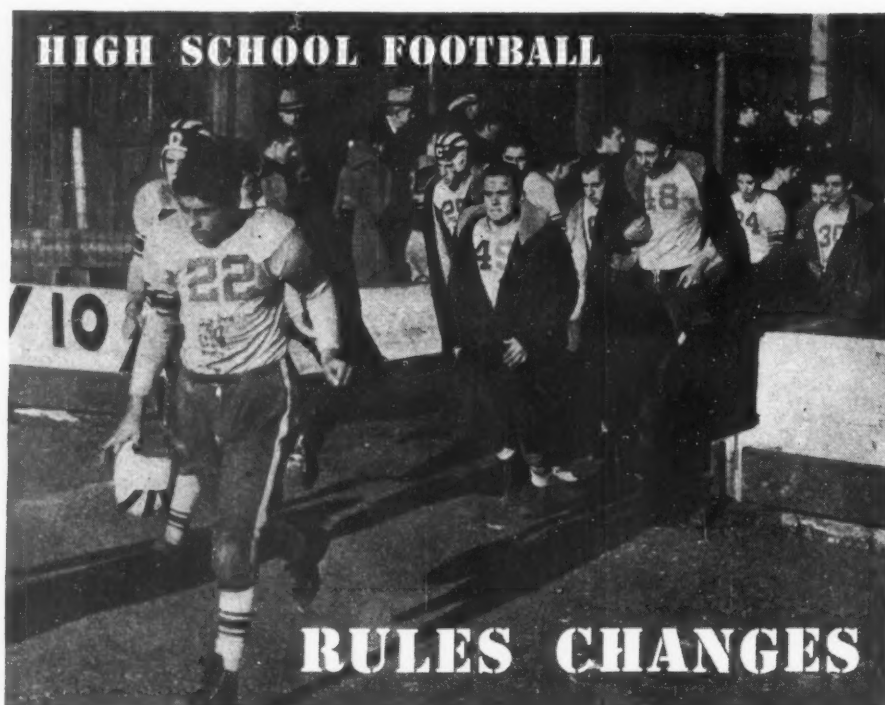
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The 1944 code mirrors the same progressive policies.

Free-Kicks. The new code provides a simple type of administration for the three free-kicks (kick-off, kick after safety and kick after fair catch). All rules which apply to one apply to the others.

In newspaper discussions, much has been made of the evil connected with purposely free-kicking out of bounds. In the Federation code the problem does not exist. Several years ago the rules gave the receivers the right to take the ball on their 40-yard line and made it illegal to bat a kick (even backwards).

Prior to 1944, there was one remaining illogical rule connected with the free-kick. If a free-kick was short, i.e., did not cross R's restraining line, the kick was made again without any distance penalty. This was an exception to the general rule that prescribed a five-yard penalty for illegally putting the ball into play in any other situation connected with the snap or free-kick.

Encroachment. Officials and coaches will receive assistance in determining what constitutes encroachment on the neutral zone. This aid stems from the redrafted Rule 8-1-3 and the related definition of "neutral zone" in 2-9-3. Under the new wording, if a

player charges into the neutral zone before the snap and if such charge results in: his touching an opponent; or the snapper, delaying the snap; or causing an opponent to charge—it is considered encroachment.

This is not an actual change in procedure. It merely harmonizes the rule with what has been considered good practice by the best officials. In this connection, a few questions always arise as to whether there can be a double offside and as to the difference between encroachment and offside.

Double offside

The only time there can be a double offside is when two opponents simultaneously charge into the neutral zone and remain there until the snap is made. If two opponents are in the neutral zone too soon and one entered before the other, the first player to enter is charged with encroachment and the other player is not charged with a foul.

As far as the difference between encroachment and offside is concerned, it is primarily a question of the time the official decides the offender has committed a foul. If only one player is in the neutral zone too soon, it is customary to permit him an opportunity to return to legal position. If he has not done this by the time the ball is snapped, he is guilty of being offside (not of encroaching). Either act draws a penalty of five yards, but the encroachment foul causes the ball to remain dead while the offside foul permits the ball to go into play—the whistle is not blown until the down ends.

When does a batted, fumbled or handed ball become a forward pass?

The term "pass" was originally defined as a ball thrown by a player in possession so that it traveled a visible distance in the air. Since the original adoption of the term, certain borderline developments have made it necessary to apply the term to certain other situations.

In the case of a batted ball, it has been necessary to prescribe that, if a backward pass or fumble in flight is batted forward by the offensive team, the bat is considered a forward pass. The idea has been to prevent a team from gaining ground by deliberately batting a loose ball forward, out of bounds or into the hands of a teammate.

It has also been necessary to prescribe in situations where a ball is intentionally fumbled forward, that the so-called fumble is really a "throw" and hence is a forward pass, which is always illegal if made by a player who is beyond his scrimmage line. As far as handing the ball forward is concerned, it is considered a forward pass even though the ball does not travel through the air between players.

However, this does not apply when the ball is handed (not thrown) forward to an eligible A player who is on or behind the line or to an ineligible A player who has properly turned and is one yard behind the line when he touches the ball. This is to permit more ball-handling behind the line.

The exception does not apply to a ball which is handed forward by B or to a ball which is handed forward by A in such a way that the ball is beyond the line of scrimmage before it leaves the hand of the passer.

In actual practice, the 1944 rule in this respect is practically the same as in past years. A slight difference lies in the fact that an eligible player does not need to be one yard behind his line when he receives a handed pass. He may be on the line, provided the hands of the passer are removed before the ball has crossed the line. Theoretically, this gives the eligible player slightly more liberty than he enjoyed last year as far as receiving a handed pass is concerned.

64 dollar questions

1. May a field goal be scored by any legal drop-kick?

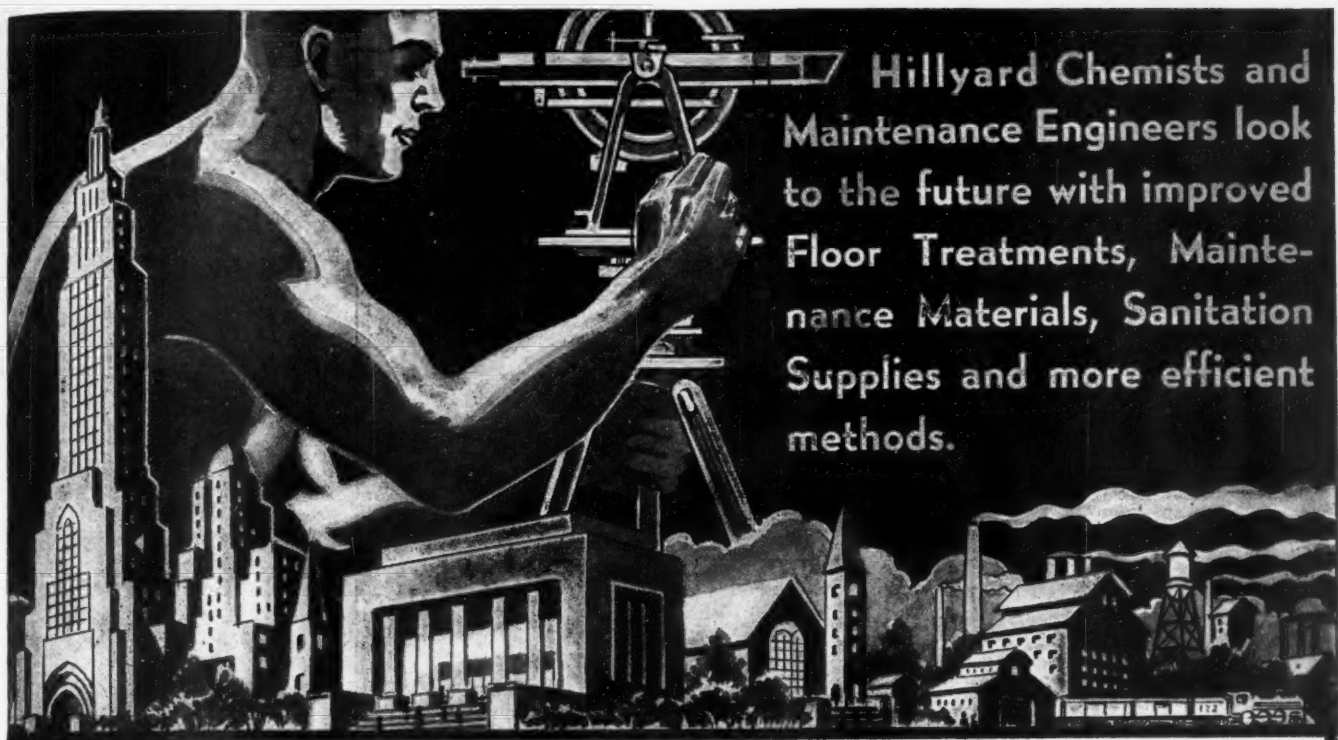
2. On 3rd down, K1 punts across line where R1 touches ball and it bounces behind line where K2 falls on it. Is next down 4th or 1st?

3. A1 throws legal forward pass from his end zone. B1 bats it back across the end line. Is this a safety? Is it a touchback? Who provides the impulse?

4. How many players may legally complete a forward pass by A1?

5. On last play of 1st quarter, K1 interferes with fair catch. May R have quarter extended? Under what

(Concluded on page 44)



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Rules Changes

(Continued from page 42)

circumstances may play be resumed by a snap?

6. What is basic spot of enforcement for foul (a) During a run and there is no change of possession? (b) During loose ball from scrimmage? (c) During dead ball?

7. After a double foul is the down always replayed?

ANSWERS: (1) No. (2) 1st. (3) No. No. Al. (4) 11. (5) Yes. If quarter is not extended. (6) Where dead. Previous spot. Succeeding spot. (7) No.

Six-man football

The wide use being made of six-man football in the service camps has directed increased attention to the game. The high schools of Baltimore, Md., are among those which have formed a six-man league. Last year seven league teams played a full schedule. Athletic Director Claxton O'Connor of Boys' Latin School declares that the game has proved popular and that it is being continued not because of the player shortage but because it permits a greater number of boys to play with more opportunity for fun and a smaller injury risk.

O'Connor bases his claim on his experience with the game in 1943 as compared with 11-man in 1942. The number of days lost because of injury was about one-tenth as great. However, O'Connor's experience may not be typical. In fact, some of the athletic benefit figures indicate that for certain seasons, the number of injuries in six-man was greater than for 11-man.

Nevertheless, Baltimore's success with the abbreviated game is worth considering. Small schools which cannot fully equip enough players for 11-man may find six-man well adapted to their needs. Since soft-soled shoes with canvas tops are used, footwear doesn't offer too much of a problem. The shoes which are made with synthetic rubber soles appear to be satisfactory.

The six-man rules are summarized in the supplement of the regular National Federation football rules book. But a separate detailed code of rules is also available. Six-man differs primarily from the parent game in that there must always be at least one pass or kick in each down and all six players of a team are eligible to handle the ball and receive a forward pass. Any pass which ends behind the scrimmage line is treated the same as a backward pass; the ball remains in play even though it may strike the ground.

As a result of these and similar rules, there is more running, passing and kicking and less line plunging than in 11-man. The game is an excellent conditioner for those who will be called for military service.

—H. V. PORTER

Coaches' Corner

(Continued from page 38)

Tom Audrain of Sacramento, Calif., Senior High School would like to know if the 19-inning 3-to-2 victory scored by Sacramento over Woodland High constitutes a high school record. The remarkable thing about the game was that both pitchers went the route. Jack Hedegon of Woodland fanned 14 and gave up 10 hits, while Dave Smith of Sacramento struck out 27 and allowed just 5 blows—pitching scoreless, hitless ball over the last 13 innings!

The longest game in major league history was the 1-1 tie between Brooklyn and Boston on May 1, 1920. Leon Cadore, Brooklyn, and Joe Oeschger, Boston, hurled the entire game; Cadore yielding 15 hits and Oeschger giving up 10.

The longest game in the matter of time was a six-inning affair between the San Luista team of Eagle Pass, Tex., and the Piedras Legras Internationals on July 4, 1926. The game started at 10 A.M. and was called at the end of the sixth inning on account of darkness. It was then 7 P.M. The score: 129 to 119 in favor of San Luista.

There were more records established in that one game than in any contest on record. Among the "features" were: 97 bases on balls, 24 errors in one inning by one player; and 37 wild pitches.

If the theories of Dyke L. Quackenbush, assistant coach at Natick, Mass., Senior High, indicate a trend, many of our bushy-haired sonneteers will be able to get off relief this season. A new field will be open to their talents—football coaching! For Dyke is using poetry in his coaching! He is manufacturing a ten-verse defensive diagnostic ditty which will enable his linemen to diagnose any play anywhere on the field!

If Dyke's idea works, the professional rimester will have a future in football coaching. Head coaches deficient in iambic pentameter will have to get assistants. Can you see Frank Leahy turning to his trusted assistant, Ogden Nash, and saying, "What do we do next, Oggie?" And Oggie coming right back with:

"Our left tackle's charge is high and smelly.

Get him to aim at the defensive man's belly."

There are four free-style races in the women's national A.A.U. swim championships—and this year one gal copped 'em all! We refer to Ann Curtis' unprecedented sweep at Kansas City last month. The San Francisco swim flash is in the Eleanor Holm-Esther Williams tradition—she's a real looker. Tall (she's 5-10), blonde and 18, she's already had a movie offer from M.G.M.

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Cpl. John Kraft, Jr., former tennis instructor at the Memphis Country Club who is now an athletic instructor in the Army, forwards a treatise on coaching methods in the armed forces which he believes will be of benefit to the inexperienced high school and college coach.

IN THE course of its investigations into the constituents of coaching, the Army has found that success is predicated on enthusiasm, physical and nervous energy, mastery of subject matter, and—to a lesser degree—personal appearance.

Boys take their enthusiasm from the coach. If he teems with energy and enthusiasm, they will usually give him that in return. However, interest is no substitute for technical ability. The coach must be able to explain and demonstrate the mechanics of the game. The instructor who knows "his stuff" gains the respect and cooperation of his men; the incompetent loses it.

Personal appearance

Personal appearance is related to the effectiveness of leadership. The coach should exemplify the things he is teaching. A lecture on physical fitness is always more effective when the boys can look at their lecturer and see a trim, well-built figure. Neatness in dress and a clean-shaven face also command respect.

The coach should commend good work as quickly as he censures bad. He must be able to distinguish between poor performance due to lack of ability and a bad job resulting from lack of effort. The first should be treated with patience and understanding; the second with firmness.

The importance of proper commands can hardly be over-estimated. Good orders invariably evoke good performance. They should be given distinctly, concisely, energetically and confidently.

Coaches should develop a voice with a good pitch and carry. This doesn't mean a refined roar. A clear low-pitched voice can be easily heard, requires little effort and commands attention. Each word should be articulated distinctly. The enunciation should be clear, have the proper intonation, possess the proper power and be convincing.

Long explanations should be avoided. The most essential features

should be explained first and details added later. Giving too many angles at one time is more apt to confuse than assist.

If a player requires special attention, it shouldn't be given at the expense of the rest of the team. The boy should be taken aside by an assistant or, if no assistants are available, by you after practice.

Athletics can and must be made interesting. The most effective way of doing this is to vary the program, planning each day well in advance. Too many programs are undertaken with no thought to what has been given or what is intended in the future. They must be planned to achieve a certain goal and each activity must be selected with this end in mind.

It is advisable to prepare a detailed outline of the day's routine. Even the most experienced men find it helpful each day to review the materials to be covered. Make a practice of carrying a reference card containing the day's routine. But never consult it when the team is in action.

A gradual approach to conditioning is vitally important. Where poorly conditioned players are violently exercised, the results are negative. They become so uncomfortably sore that they look forward to the next training period with apprehension. Frequently they develop a dislike toward the instructor and the sport, and lose all their early enthusiasm.

There are three different stages in the conditioning process. First is the toughening phase, which lasts from one to two weeks. During this time, the men go through a period of muscular stiffness and recovery from it. Hence, it is important that they be allowed to rest between exercises.

Improvement phase

There follows a slow improvement phase that lasts from two to three weeks, depending upon the physical condition and age of the boys. This takes the training into the sustaining phase in which peak physical condition is usually reached in three weeks. The problem then resolves into maintaining the peak.

Efficiency testing is an integral part of any training program. By determining first the physical assets and liabilities of his men, the coach

can intelligently and effectively outline methods to meet his needs.

Among the values of testing are:

1. It serves as a means of measuring progress and evaluating the efficiency of instruction.
2. It points out specific needs or deficiencies which require special instruction or corrective measures.
3. It motivates the players to improve their condition. Frequently they are unaware of it. When the tests reveal negative elements, they usually are shocked into doing something about it.

General criteria

Although each coach has his individual problems, the following general criteria in selecting test items are recommended:

1. They should measure the various factors in conditioning. Any exercise or examination that does not index strength, endurance, agility or coordination should not be selected.
2. They should require minimum equipment and minimum time to administer.
3. Elements which might be dangerous to unskilled or poorly conditioned men should be avoided.
4. They should not be dependent on previously acquired skills.
5. They should distinguish clearly between fit and unfit individuals.
6. They should not be so complicated as to demand a highly skilled technician for their administration. Example: tests for pulse rates and blood pressure.
7. To the extent possible, each test should measure only one element of physical condition. When a test determines a number of different aspects of fitness, it is impossible to determine how much of each element is present.
8. The tests selected should be such as can be scored with points. This more strongly motivates the men and, in addition, makes it possible to obtain a better index of an individual's total capabilities.

After a tremendous amount of testing experience, the Army selected seven best tests from an original group of twenty-five. They are:

1. Pullups—measuring arm and shoulder flexor strength.
2. Burpee, twenty seconds—measures agility.
3. Squat Jumps—measures leg strength and coordination.
4. Pushups—measures arm and shoulder extensor strength.
5. 100-Yard Pick-a-Back—measures muscular endurance.

(Continued on page 54)

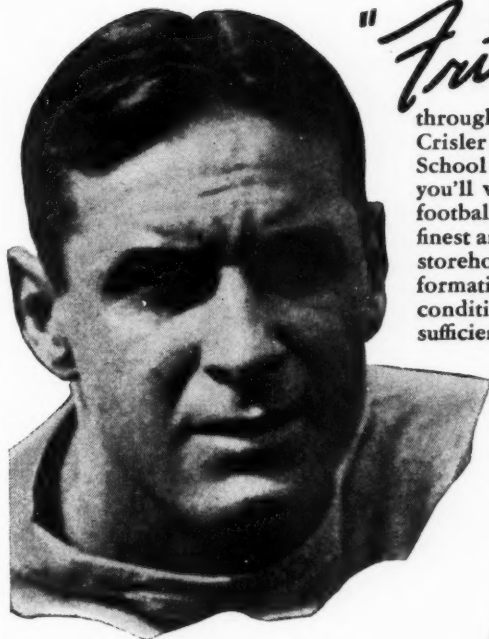
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POSITION PLAY IN SOCCER

by Patrick Murphy

This is the first of two articles by Patrick Murphy, soccer coach at Gonzaga University.

THANKS to the war, soccer is winning an army of new friends among the nation's conditioners. Directors of military physical training programs, faced with the necessity of conditioning men quickly and effectively, have seized upon the game as an ideal medium. They've discovered that soccer accomplishes wonders in the way of developing strength, agility and stamina—all with a modicum of expense, time and injury incidence.

Before delving into fundamentals, it may be well to give a brief overall picture of the game. Soccer is played with eleven men on a side—a goaltender, two fullbacks, three halfbacks and five forwards.

It is strictly a "zone" game, with each player having his own territory to cover and his own job in that territory. There is a definite place for individual initiative. But individualism is always subordinated to team play.

Individual analyses

Goaltender. There has been a lamentable tendency to minimize the importance of the goalie. Nevertheless, he remains a key man. He represents a team's last chance to stop a goal.

He is the only player who is allowed to catch the ball with his hands and throw it while the ball is still in play. Therefore, he must be quick and certain with his hands. It is also important that he learn to quick kick far and accurately. A long boot will catch the offensive players flatfooted and give the goalie's forwards an open break for the goal.

It is a good idea to have a goalie of better-than-average height. The extra inches are of advantage in handling balls kicked close to the crossbar.

Fullbacks. Immediately in front of the goalie are the two fullbacks. They stand about the width of the goal apart and about 20 yards in front. Their job is strictly defensive in nature. They drive the ball from their defensive zone upfield to the waiting forwards.

The backs need not be particularly fast. But they should be

rugged and, above all, dependable, powerful, accurate and fearless kickers. It is their kicks that trap the enemy. By putting the ball over the heads of the oncoming opponents, far upfield, they give their waiting forwards a clear break with only the opposing fullbacks and goalie to beat.

Each back should, as much as possible, play his own side of the field. If one is drawn out of position, the other should cover up for him. In such cases, the former should immediately cover the side left open.

Halfbacks. In front of the fullbacks, midway between them and the forwards, are the three halfbacks. These men are the backbone of the team. They are the workhorses, acting as forwards and fullbacks without being either. They play with both, offensively and defensively, and with one as much as the other.

The halfbacks must be proficient in every department of the game. They must be able to kick quickly and accurately with either foot and from any position. They must be fast and strong, though not necessarily big. And they must be able to run almost continuously throughout the game. For they get little chance to take a breather.

When the forwards are carrying the ball downfield, the halfbacks should be following them, a reasonable distance behind (perhaps 15 or 20 yards), backing up the front line at all times.

When the opponents put the ball over the forwards' heads, the halves should be in position to stop the pass and lob the ball up to the forwards again.

Pursue ball

If the defending players kick over the heads of the halves, the halves should immediately turn and pursue the ball in the direction of their own goal—catching the opponents, if possible, before the ball reaches defensive territory.

When the ball is carried into the goal zone, the halves retreat to that zone and play like fullbacks. But once the ball is cleared upfield, the halfbacks again follow the ball, always driving it up to their forwards.

The forwards should never have to turn and run back any appreci-

able distance for a ball. The halves are responsible for these boots.

Forwards. Now comes the front line, the five forwards—a center forward, two inside forwards, right and left, and two outside forwards who patrol the outer wings on either side of the inside men.

Again it is well to stress the importance of playing position or territory. There should rarely be an occasion for the man on the right side of the center forward to play a ball on the left side of center. Each man should run on his own side of the field, with the men on the left side—especially the outside left winger—being proficient with the left foot.

Always remember: Each player has a position to play and a specific job to do. If one leaves his post to cover another's, he is doing so at the expense of his own job. Of course this does not mean that each man should run straight up and down the field. It does mean that each man should patrol his own area (within reason) and not others'.

There are occasions when players may crisscross while going down field or times when a halfback may have to cross the field to break up a play. This, however, is the exception rather than the rule.

Theory comes first

No game may be played practically without first being played theoretically. The theoretical and practical are never absolutely congruent. But the latter always follows the former.

Before defining the function of each individual forward, it is well to mention the purpose of the forward line as a unit. It is of the greatest importance to know that the front line is *strictly* offensive. The forwards should never turn and run any distance toward their own goal to pick up a ball. It is the halves' duty to pick up these balls and pass them upfield to the forwards.

If the forwards return for the ball, they will meet the halves and there will be no one upfield to receive the pass. If the forwards carry the ball into the enemy goal zone only to have an opposing fullback kick it back over their heads, it is not their function to turn and run downfield after the ball. They should hold their ground at least until the ball has gone past midfield.

The halfbacks who are backing up the forward line some 15 or 20 yards to the rear, will invariably retrieve the kicked ball and drive it into the goal zone again. It is then

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the duty of the forwards to try once again to put the ball through the goal.

There are times during a game when this play will repeat itself many times—the halfbacks continuously driving the ball back into the goal zone where the five forwards are waiting.

If, in this situation, the ball is driven over the heads of both the forwards and the halves, it will be picked up by the opposing forward line and carried downfield. The halfbacks must then immediately pursue the ball-carriers. At this point the forwards also return downfield toward their own goal, but not with a defensive purpose. They go back far enough to be in position to receive the ball when it is again kicked upfield.

The idea is always to be within reasonable kicking distance of the ball. If any one of the forwards might be permitted to lag a little behind the rest, to await a forward pass, it should be the center man.

Function of forwards

In considering the function of each individual forward, I shall begin with the center forward—not because his position is of greater importance than the others, but merely because he is in the central position. In this capacity, the player may be allowed to rove slightly more than the other forwards. In fact, he must often do this in order to organize a forward rush.

However, he, too, should not abuse this liberty. I like my center forwards above average in height so that they may head balls without difficulty and thus start many plays. The extra height is also an advantage in the vicinity of the goal.

Since the center starts most of the plays, it is imperative that he learn the importance of passing to the outside wings. By doing this, he spreads the opponents' defense. And by having the outside man carry the ball down the wing, he forces a defender to leave the front of the goal. With the back out of position, the wingman then has the choice of lobbing the ball in front of the goal or slipping it back to a halfback who is following the play.

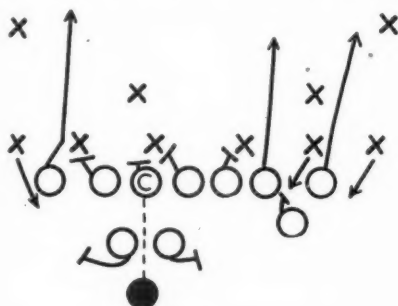
On plays of this nature, it is not uncommon for a half to carry the ball in close enough to score. It is rare that the center man carries the ball directly downfield in a solo rush. Rushes of this type should be made by the inside wingmen. They should carry the ball in such a way

(Concluded on page 56)

3 and the right guard for interference.

The left end checks the defensive right tackle, the left guard head-and-shoulder blocks the weak-side backer-up, while the center and left tackle check the defensive right guard. The right guard leads the play. The right tackle checks the defensive left guard and goes through for the full. The right end holds up the defensive left tackle and drives for the defensive left half.

As a variation, the ball may be snapped direct to 1 who may hide the ball on his hip and carry outside end—with 3 taking the man. The linemen go down fast for secondary.



Diag. 8

Diag. 8 illustrates a quick kick, which can be executed very easily from this formation. The ball is centered to 1. Nos. 2 and 3 spin and

Triple Spinner

(Continued from page 20)

check the charging linemen. The ends and the right tackle go down. No. 1 uses a rocker step. He steps back with the left foot as the ball is passed, steps short with the right foot, long with the left and meets the ball on the instep for an end-over-end kick.

The weak-side pass in Diag. 9 has proved very successful. The ball may be passed directly to 1 or 2, depending upon which is the better passer. After receiving the ball, the passer may throw quickly or fade and pick his receiver. The left end usually is the logical man to throw to.

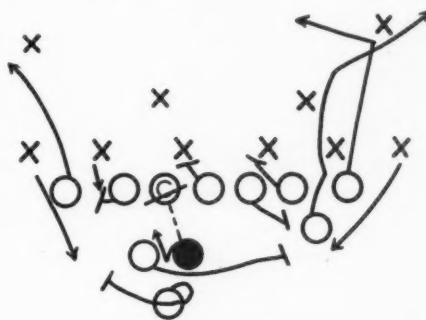
Good ends are of prime importance in the triple spinner. If they can take the tackle alone or at least tie him up, they leave the wingback free to help on the defensive full or end.

Both linemen and backs employ a head-and-shoulder block, staying on their feet as long as possible. When they slide off the shoulder block, they go into a long body block, placing the body between the opponent and the ball-carrier.

To simplify the offense, I have found it helpful to look upon the

five-man line as a seven with the ends dropped back. Against the seven, I keep the left guard in to help the center. Against the five, he goes through and takes the middle backer-up.

The linemen block solid against the five and at least one extra man is sent downfield either as a decoy or as an actual receiver. This role is usually played by the 1 back, who ordinarily serves as a blocker on pass plays. He becomes a receiver in the zone just outside his normal blocking area.



Diag. 9

When our mouse-traps are not working because the opponents are playing a waiting game or because they are using a shifting defense, we fall back on a series of plays with special line blocking assignments. The backs, however, play the same.

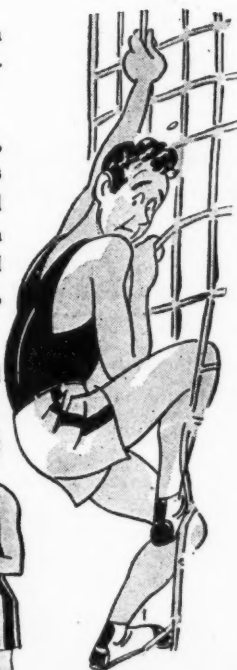
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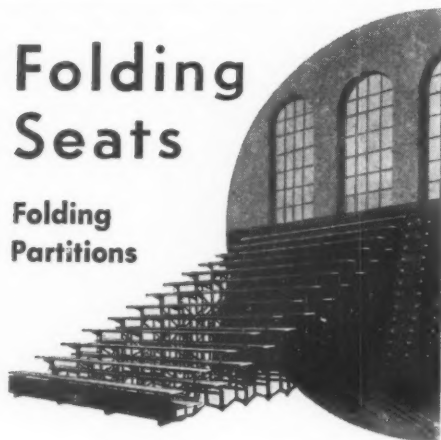
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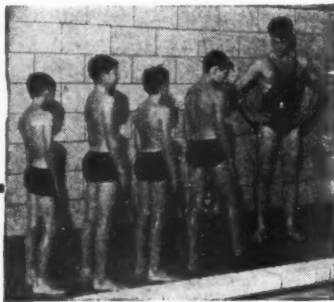


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Notre Dame T

(Continued from page 16)

been completed. The same princi-
ples apply in going after line back-
ers or secondary.

Guard. The requisites of an ideal
T guard are the same as in any
other formation, namely, good size,
speed, ruggedness, smartness and a
love for body contact. Such boys are
seldom found; nevertheless, that is
the ideal we have in mind while
trying to develop guards.

Correct stance is most important,
and much time is spent on it. Re-
member, if the stance is uncomfort-
able, the guard's actions are re-
tarded. He must move in all direc-
tions with speed and power; hence,
the importance of balance and sta-
bility.

One foot should be slightly to the
rear and little weight should be
upon the hand. We pay great atten-
tion to the position of the head,
which should always be well back.

Center. The T center is unique in
that he handles the snap-back with
one hand and keeps his head well
up. This gives him the same advan-
tage as other linemen in performing
his blocks. He takes a perfectly bal-
anced stance on his toes with one
foot slightly back and legs and
knees spread well apart.

The center of the football is laid
directly in front of the eyes (when
looking down). The right hand is
placed on it, as in throwing a for-
ward pass, and the left arm is bent
at the elbow and placed on the
thigh of the left leg for support.

The snap back

The snap back is made with a
fast, full-arm, swing-back motion,
finishing with a slight wrist action.
The ball is delivered into the quar-
terback's hands which are resting in
the crotch.

The snap and the subsequent
block should be synchronized and
practiced day in and day out. To
perfect the timing and handling of
the ball, the center should work
with the quarterback. The T center
should be regarded as a full-time
blocker.

In general. When cross-blocking
is called for, the halfback should
head-and-shoulder fake by taking a
short driving step and, at the same
time, turning his head towards the
defensive end. The half then hits
back between his own tackle and
guard. Fake laterals and hand-off
passes should always be carried
through.

In blocking it is imperative for linemen to keep their feet well under them so that they will clear the hole and safeguard against the danger of the back stumbling over their feet.

In downfield blocking, the men leading the play should concentrate on their assignments and try to block high to keep the opponents off-balance. They should not look back to see if the ball-carrier is following them.

In head faking, a lineman should move his head sideways—never up and down.

T benefits

If you have the right men in the right positions, you may expect the following benefits from your T:

1. A 100 percent blocking center. Since he merely hands the ball to the quarterback, he doesn't have to worry about passing the ball.

2. Every time the center hands the ball back, you have three distinct possibilities—a buck, a wide run or a pass.

3. From one basic formation, the T may branch into several different starting formations by using a man in motion, a slight spread or both. Each formation is simple and can easily be determined by the quarterback in the huddle.

4. Power is not all important. Smartness, good faking and timing off-set brute strength.

5. The man in motion forces the defense to spread. At least one opponent must move out to cover him. Thus, one potential tackler is moved away from the ball-carrier. This is much easier than blocking him.

6. The quarterback seldom carries the ball and never blocks. So he can remain clear-headed at all times.

7. Everybody enjoys fooling their opponents and, in the T, that's what everyone is trying to do all the time.

8. By using the man-in-motion principle with precise timing, you can get an unbalanced backfield or a flanker without the second pause required by all other shifts.

9. From the balanced formation, there is a constant threat of a quick opening play at any point in line.

10. Opponents are handcuffed until they are sure who has ball.

For additional coaching aids on the Notre Dame T formation, *Scholastic Coach* recommends the new U. S. Rubber bulletin, *The T Formation*, by Frank Leahy. Free copies for your squad may be obtained by checking the master coupon on page 56.

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Art of Coaching

(Continued from page 47)

6. Situps — measures abdominal strength.

7. 300-Yard Run—measures cardio-respiratory endurance.

There are times when the coach will be called upon to conduct individual and team competitions. Three types of tournaments are at his disposal—the round-robin, challenge and elimination types.

In the round-robin every team or player must play every other competitor in the tournament. To determine the total number of matches in a single round, multiply the number of teams entered by one less than this number and divide by two.

The challenge tournament affords competition with men of near equal ability, and is a method of sustaining interest in an activity over an extended period. The players are rated by a committee or drawn by lot and then placed in position according to draw.

The two common methods of arrangements are the ladder and the triangle. Names are inscribed on cards that can either be placed in a slot or hung on a hook. In a ladder tournament a player may challenge anyone two rungs above him. If successful he exchanges places with the man he defeats. In a triangle tournament a player may challenge anyone in the row above him. If successful he exchanges places with the man he defeats.

Elimination tournament

In the elimination tournament, any team losing a game or match is automatically dropped from the tournament. The number of byes are determined by subtracting the total number of entrants from the next higher power of two.

For example, if you have eleven entries, you subtract eleven from the next higher power of two which is sixteen. This leaves five byes, two of which should be placed in the upper half of the bracket and three in the lower. The total number eleven minus the five byes, leaves six players in the first round.

After these men have played, three of them will be advanced to the second round in line with five byes. We now have three plus five or eight players in the second round and as eight is an even power of two, only two men can now meet in the final round.

"Seeding" of entrants prevents



"All The World's a Stage"

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the two best players or teams from meeting in the first round. The seeded teams should be placed as far apart as possible in each bracket. This plan minimizes the chance of an anti-climax in the final round of play.

Percentages are determined by dividing the victories by the total number of games played. They are always made in terms of a thousand percent. Example: 20 games played, 15 wins, 5 defeats—15 divided by 20 equals .750.

Helpful hints

Several other helpful hints in coaching follow:

1. Get the game underway quickly by selecting and teaching only the minimum essentials.
2. Emphasize only the difficulties.
3. Demonstrate whenever possible.
4. Stand in a position where you can be seen and heard by everyone.
5. Get your men in the position you want them in before demonstrating plays.
6. Anticipate difficulties; it will reduce the number of questions.
7. Minor corrections of faults may be made while the game is in progress.
8. If an event is going badly, stop it; iron out the difficulties, then resume.
9. Have all equipment ready and available.
10. Train your boys to "stop, look and listen" instantly upon hearing the whistle.
11. Always insist upon fair play; enforce the rules impartially.
12. Kill all horseplay at its inception.
13. Develop a plan for each afternoon's training; and then work your plan.
14. Keep your head. Avoid "bawling out" boys in front of their teammates. You may lose both their friendship and respect.
15. Always be on time for practice. Abide by the same rules you lay down for the boys.
16. Take an interest in your players' problems. You are in an ideal position to hand them good advice.
17. Don't baby a star. Treat every player alike, insofar as your general training rules are concerned. Certain players may require individual handling.
18. Play to win, of course, but don't moan over defeats.

Your problem, like the Army's, is to develop your men to the best of their abilities. Treat them with intelligence, interest and diligence and they will repay you to the best of their ability.

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● Athletic Supporters are essential to the physical well-being of all athletes. It is a vital part of their equipment and, consequently, should be chosen with utmost care. Attention should be given to fit, wearability and comfort, for no athlete can give his best with a poor fitting supporter.

Undoubtedly you will be offered many types of supporters made of various types of synthetic rubber. We urge you to be careful. All synthetic rubber is not suitable for the manufacture of athletic supporters. Neoprene so far has been proven to be the best; and that is what is being used in Olympic Champion and Olympic Champion Apex athletic supporters.

Speak to your distributor about your athletic-supporter needs for the coming season. Insist that he supply you with Olympic Champion or Olympic Champion Apex brand, and you may rest assured you will have the finest supporter available.

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SEE PAGE 56 FOR OTHER LISTINGS AND FORM FOR SIGNATURE



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SPECIAL LOT—limited quantity of **INEXPENSIVE FOOTBALL PRACTICE JERSEYS**—peeler white, ribbed cotton, medium weight, long sleeves and body. Excellent for **FOOTBALL PRACTICE**.

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SCHOLASTIC COACH MASTER COUPON

(See page 55 for other listings)

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NAME _____ POSITION _____
(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

September, 1944

Position Play

(Continued from page 50)

that, upon nearing the goal, they can angle off toward the outside wingman on his own side of the field. This draws the defense away from the front of the goal, leaving an opening for a clear shot by the forwards coming in on the other side.

For the sake of brevity and because the function of the forwards has already been covered in part, there shall be little more said regarding the duties of the inside wings. It is essential that they play their respective sides of the field and that they be reasonably fast and tricky.

The duties of the outside forwards are of great importance. It is difficult to impress wingmen with the need for staying out near the boundary lines at all times. The only time they should cut in is near the opponents' goal. And even this is not necessary and sometimes very unwise. It is essential for a wing to be exceptionally fast so that he may carry the ball and outrun his forwards down the sidelines. This position is no place for a man who can't run.

Corner Kicks. When a ball is knocked into the end zone by a defender, the other team is allowed a free kick from the corner. Since the outside wings generally make these kicks, they should practice them to attain great accuracy.

A kick of this sort should be aimed slightly more than head high and should drop in the vicinity of the goal mouth. Accuracy in this department accounts for plenty of goals. It is here, also, that a tall center has an advantage, being able to take these high passes and head them into the goal.

Mr. Murphy will conclude his series next month with a number of basic drills.

\$38,000,000 Equipment Bill!

IF YOU'RE wondering what's become of all the sports equipment you used to buy, you'll be interested in the latest statistics compiled by the O.W.I.

The armed forces are now purchasing fully 90% of all sports equipment produced in the U. S. Every year, for example, they buy enough baseball equipment to outfit 50,000 regular teams and twice as many softball outfits.

Sports and recreational equipment range from bats, footballs and boxing gloves to cribbage boards, dominoes and jigsaw puzzles.

The whole program is costing about \$38,000,000 annually.



"MY RIFLE"

The Creed of a United States Marine

By Major General William H. Rupertus, U.S.M.C.

THIS is my rifle. There are many like it, but this one is mine. ↗ My rifle is my best friend. It is my life. I must master it as I must master my life. ↗ My rifle, without me is useless. Without my rifle, I am useless. I must fire my rifle true. I must shoot straighter than my enemy who is trying to kill me. I must shoot him before he shoots me. I will . . . ↗ My rifle and myself know that what counts in this war is not the rounds we fire, the noise of our burst, nor the smoke we make. We know that it is the hits that count. We will hit . . . ↗ My rifle is human, even as I, because it is my life. Thus, I will learn it as a brother. I will learn its weaknesses, its strength, its parts, its accessories, its sights, and its barrel. I will ever guard it against the ravages of weather and damage as I will ever guard my legs, my arms, my eyes, and my heart against damage. I will keep my rifle clean and ready, even as I am clean and ready. We will become part of each other. We will . . . ↗ Before God I swear this creed. My rifle and myself are the defenders of my country. We are the masters of our enemy. We are the saviors of my life. ↗ So be it, until victory is America's and there is no enemy, but Peace!



Today 100% in war work. In normal times, manufacturers of .22 cal. RIFLES, SHOTGUNS, TELESCOPE SIGHTS, TARGO GUNS & EQUIPMENT



IVORY SYSTEM COMES THROUGH AGAIN DESPITE ALL OBSTACLES

WE had a job to do — a promise to be kept — and came through on both scores! At the start of the war we told old **IVORY SYSTEM** customers that we would see them through for the war's duration, and it looks right now as though we had done so. Before another football season rolls around, we believe that our boys will be home.

Ivory System

PEABODY, MASSACHUSETTS

**RECONDITIONERS
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